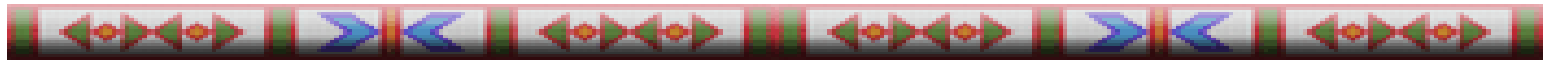


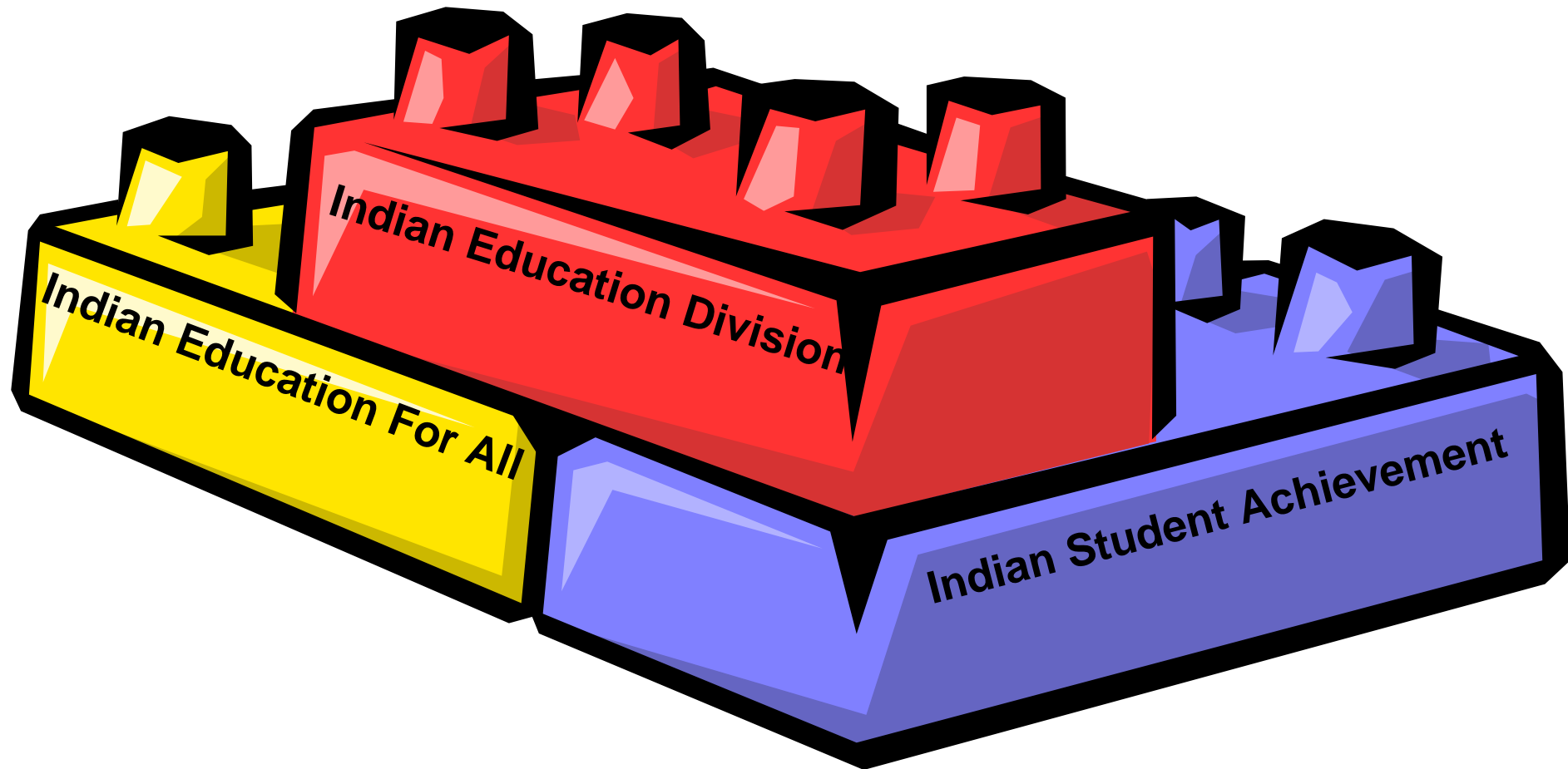
Data, Data, and more Data ... Filling in the Achievement Gaps in Montana's Urban Districts



Mandy Smoker Broaddus (Fort Peck Assiniboine & Sioux)
Director of Indian Education
Office of Public Instruction

Urban Indian Education Forum
Great Falls – November 19-20, 2009

The OPI Indian Education Division



Secretary of Education Arne Duncan on Indian Education and Montana



“Challenging the Status Quo”

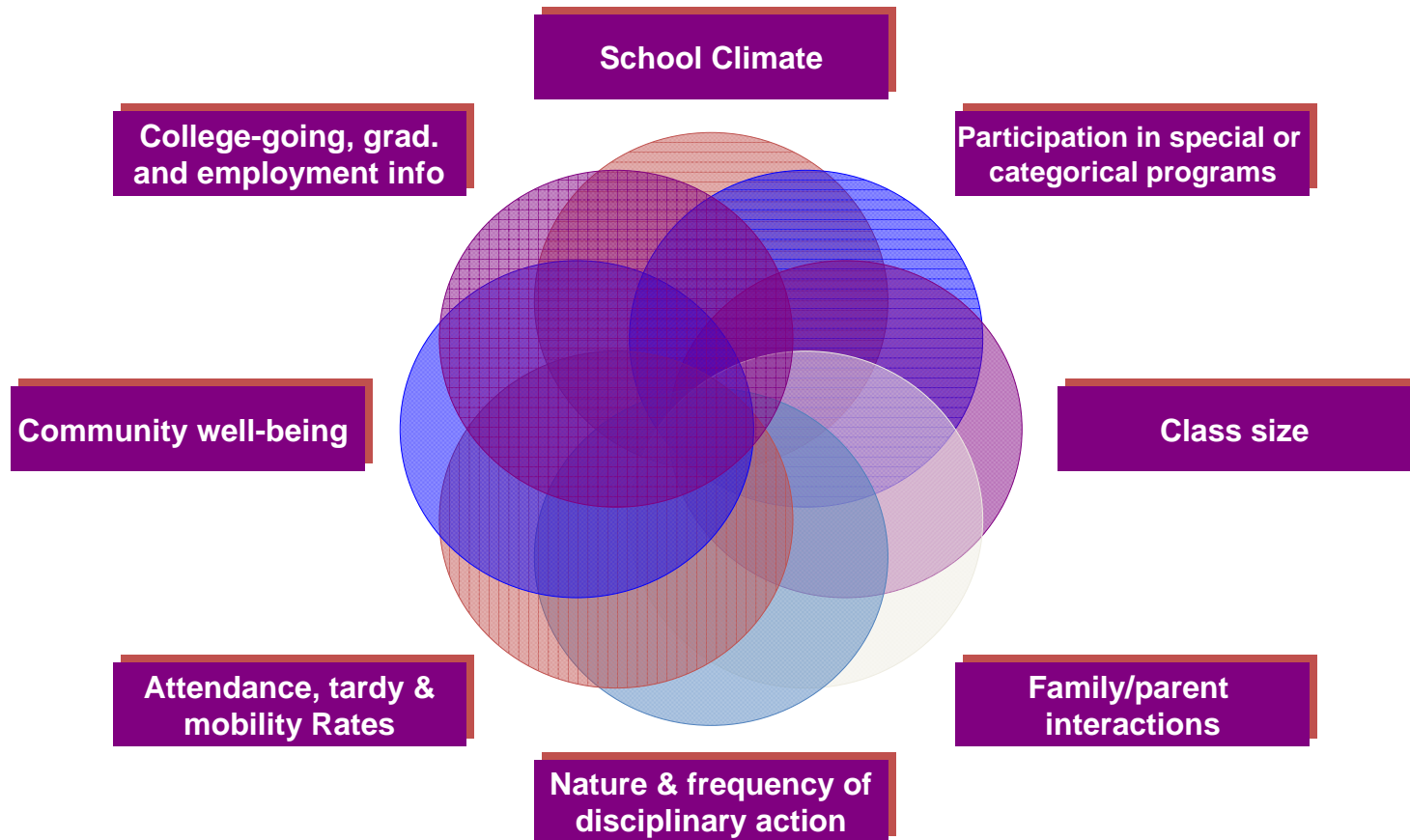
- “The magnitude of the challenge” that lies in front of us if we believe we can improve our schools for kids
- It is time to “do something different”
- We will all have “personally failed” if we don’t turn our schools around ... it is time the adults in the system raise expectations and do a better job because our kids are worth it, they are “smart, committed and passionate”

OPI Collected Data Sources to Explore:

- 1) Population Data**
- 2) Criterion Referenced Test (CRT)**
- 3) NAEP data**
- 4) Dropout Data**
- 5) Completion Data**
- 6) Special Education Data**
- 7) Suspension/Expulsion Data**
- 8) Advanced Placement data**
- 9) SAT/ACT data**
- 10) Youth Risk Behavior Survey Data**

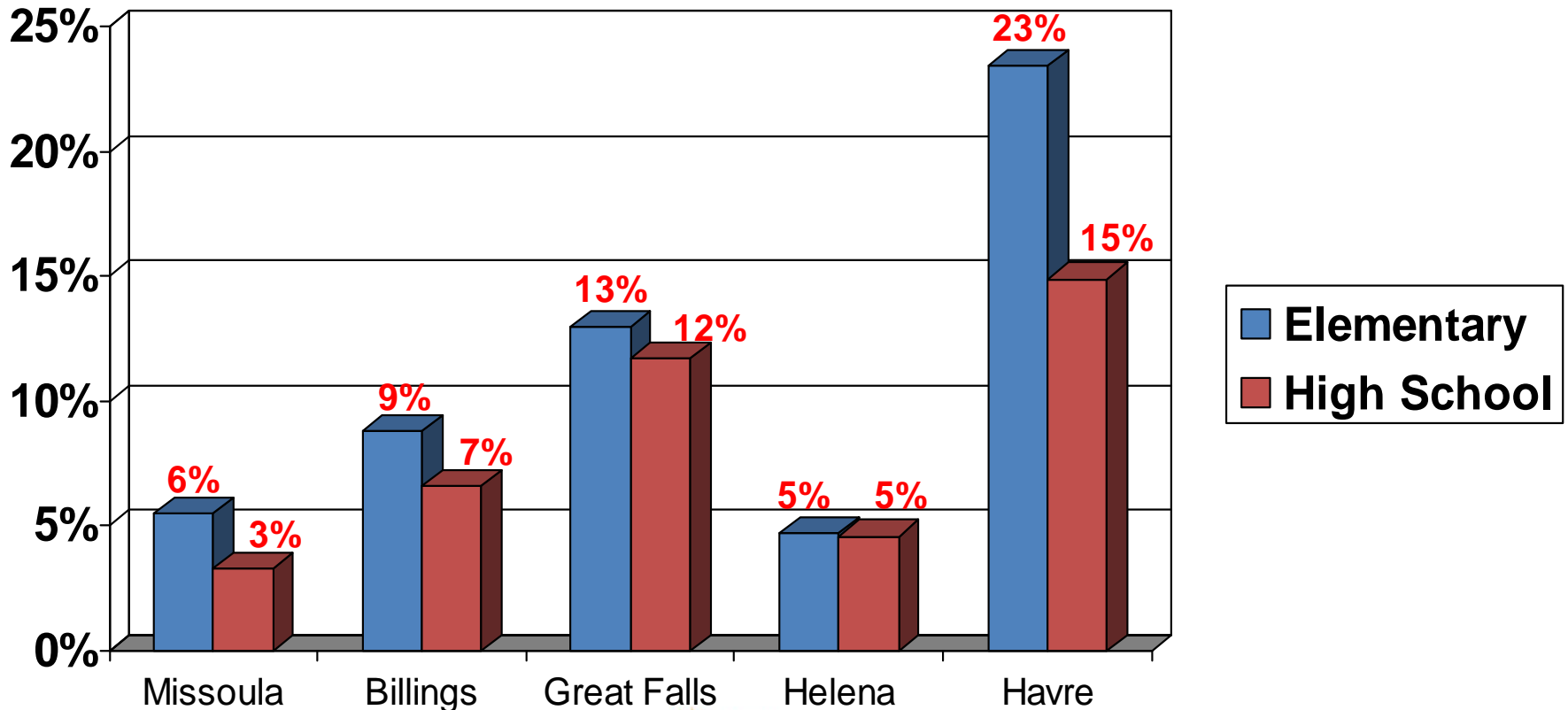
But equally as important ...

The data OPI doesn't have access to, but that is crucial to understanding and working to close achievement gaps:



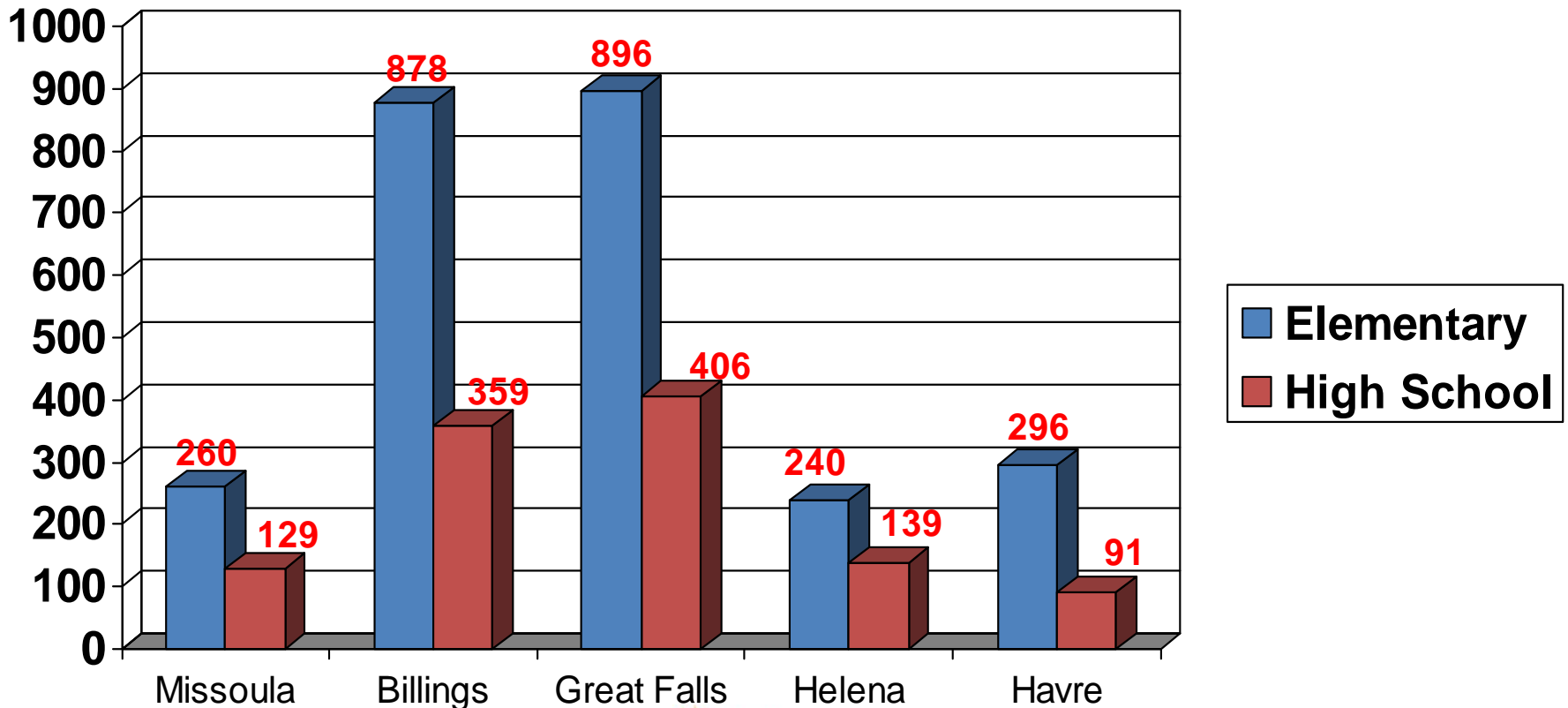
Population Percentages

2008 American Indian Reported Enrollment



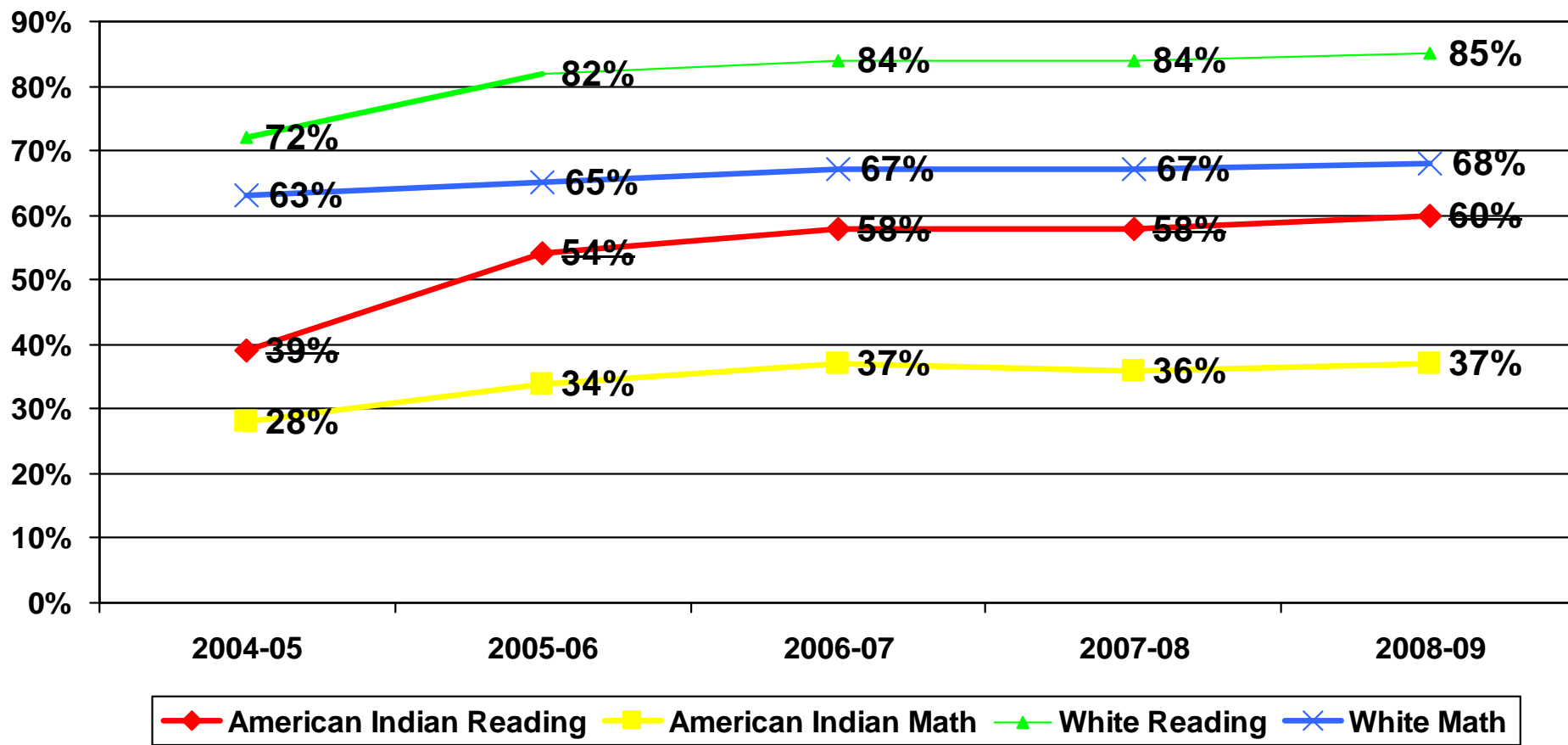
Population Numbers

2008 American Indian Reported Enrollment



CRT Five Year Trend Data

Percent Proficient & Advanced, by Race/Ethnicity, All Grades Combined

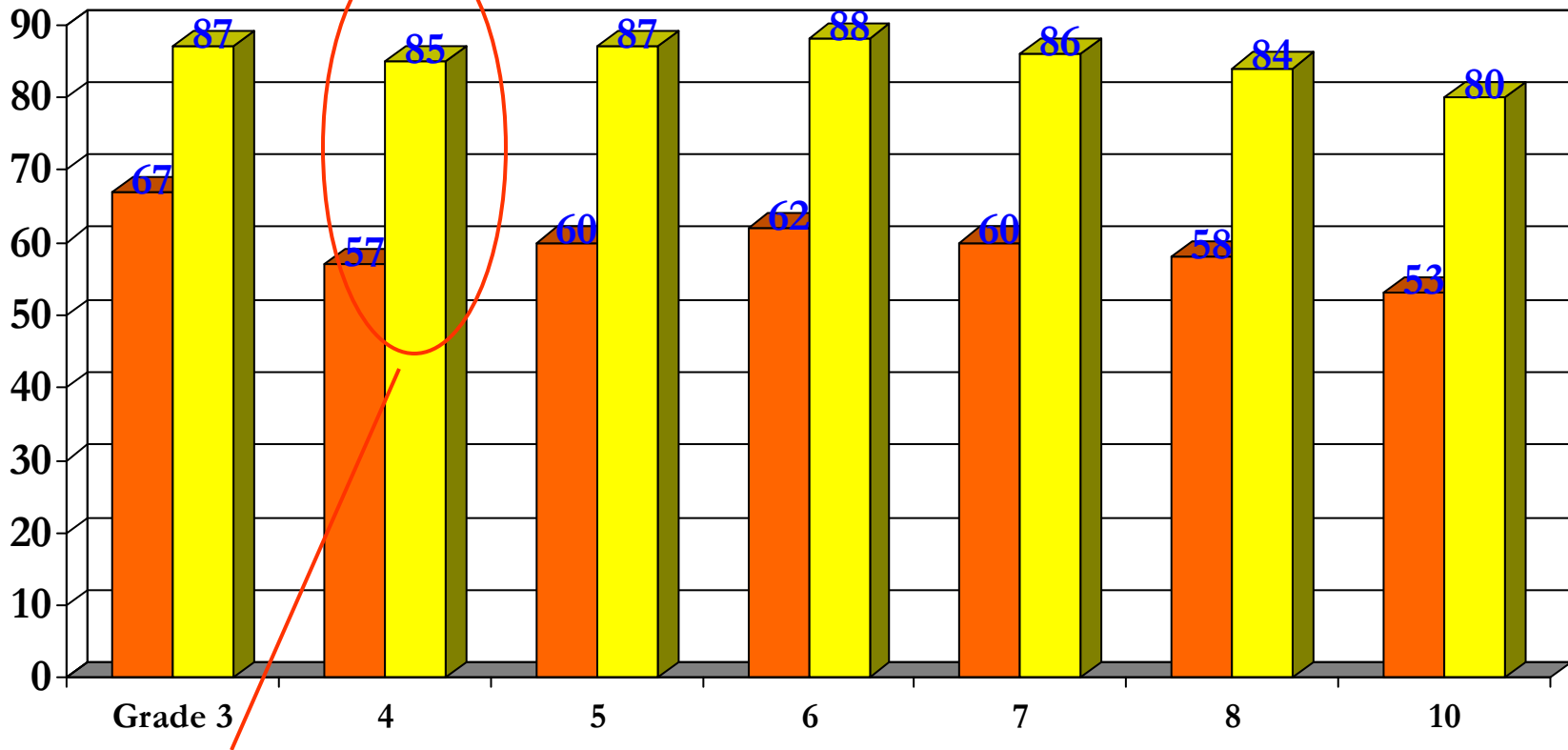


2008-09 CRT Reading Scores

Proficient & Advanced Percentages



American Indian students in grades 3, 4, 5, 8 & 10 all saw increases in proficiency from 07-08 rates



 American Indian Students  White Students

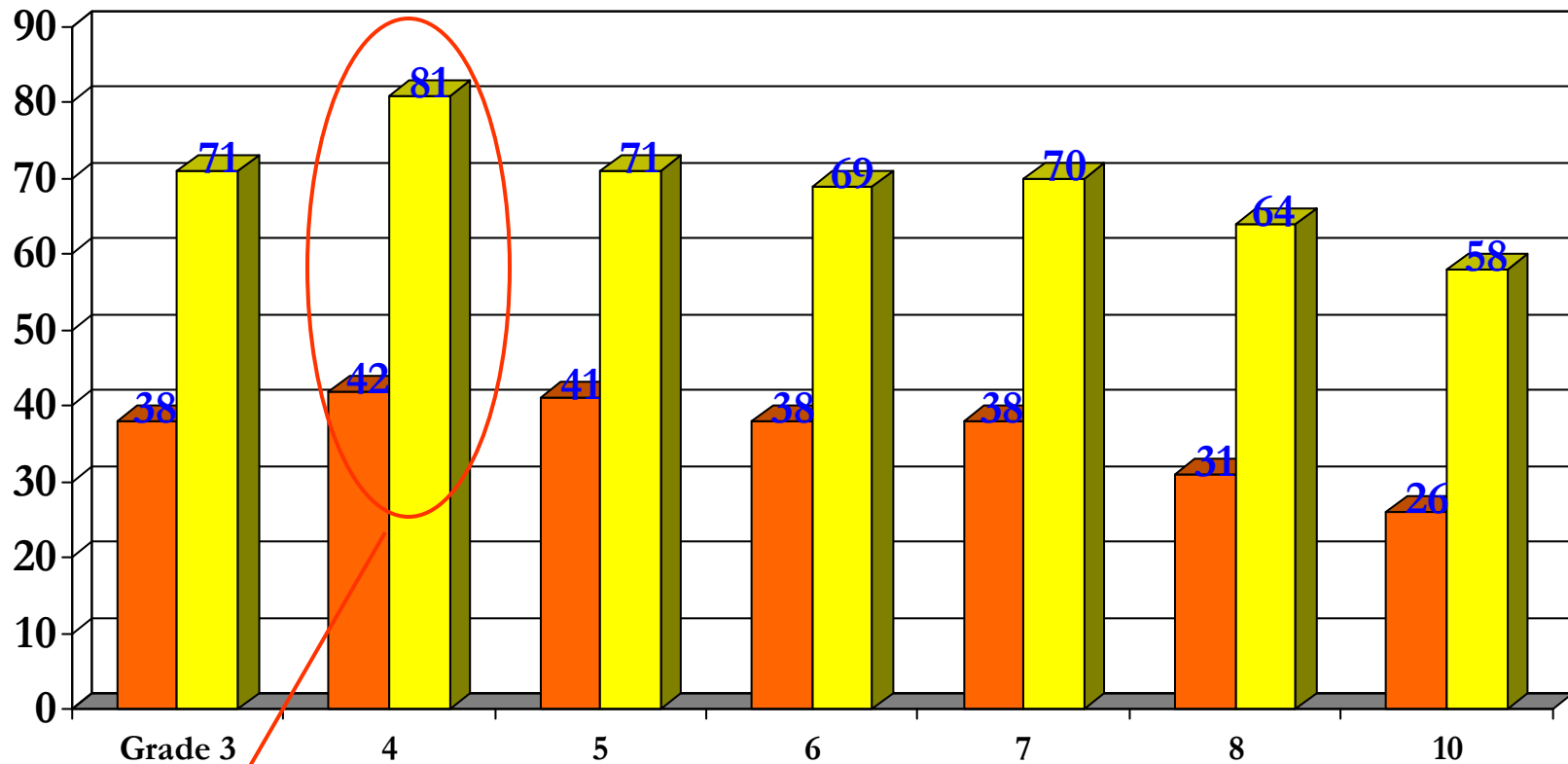
Largest gap now exists in 4th grade (10th grade in 07-08)

2008-09 CRT Math Scores

Proficient & Advanced Percentages



American Indian students in grades 4, 5, 6 & 7 all saw declines in proficiency from 07-08 rates



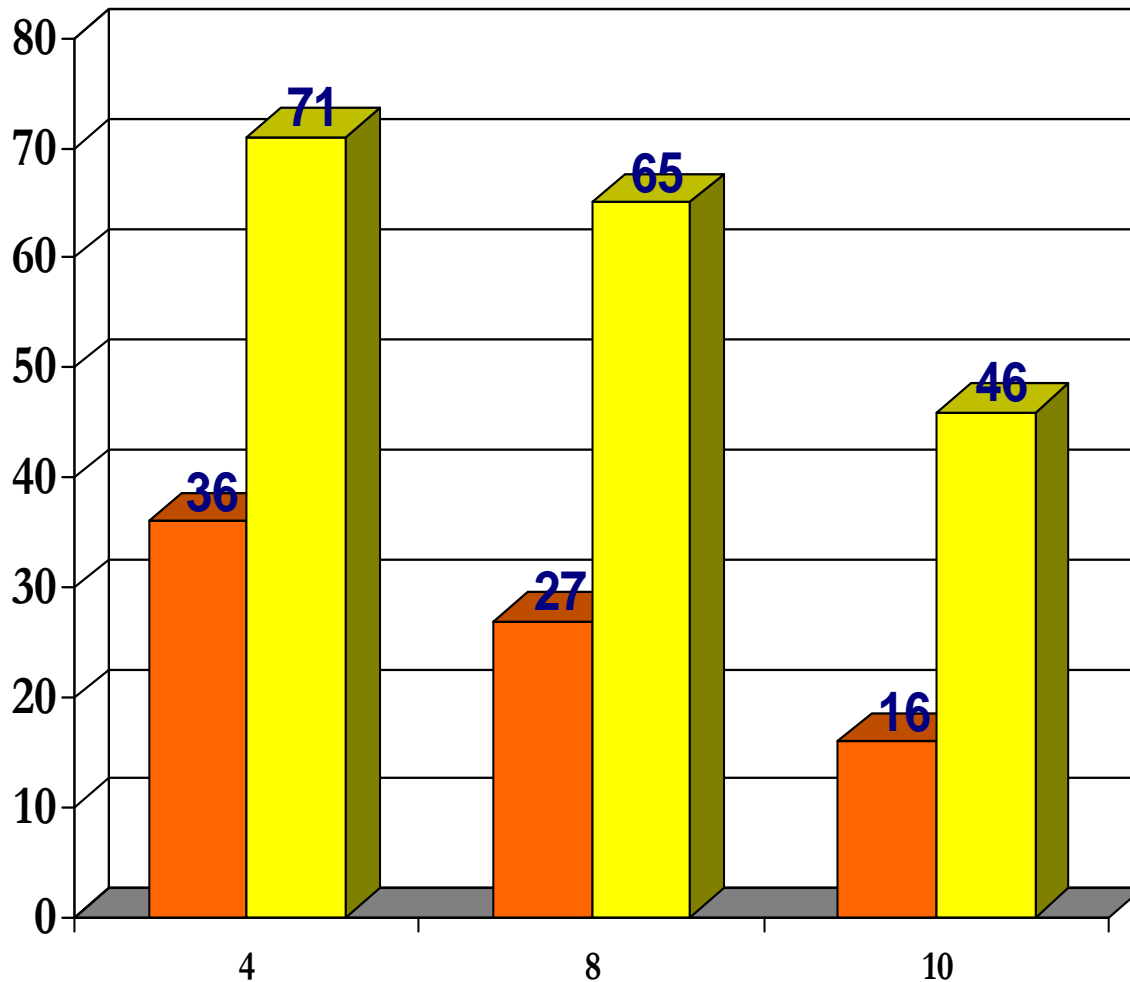
Largest gap of 39% - (8th grade in 07-08 & 06-07)

 American Indian Students  White Students

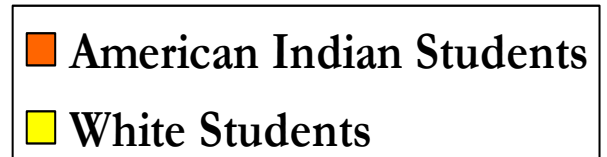


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Denise Juneau, State Superintendent
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2008-09 CRT Science Scores



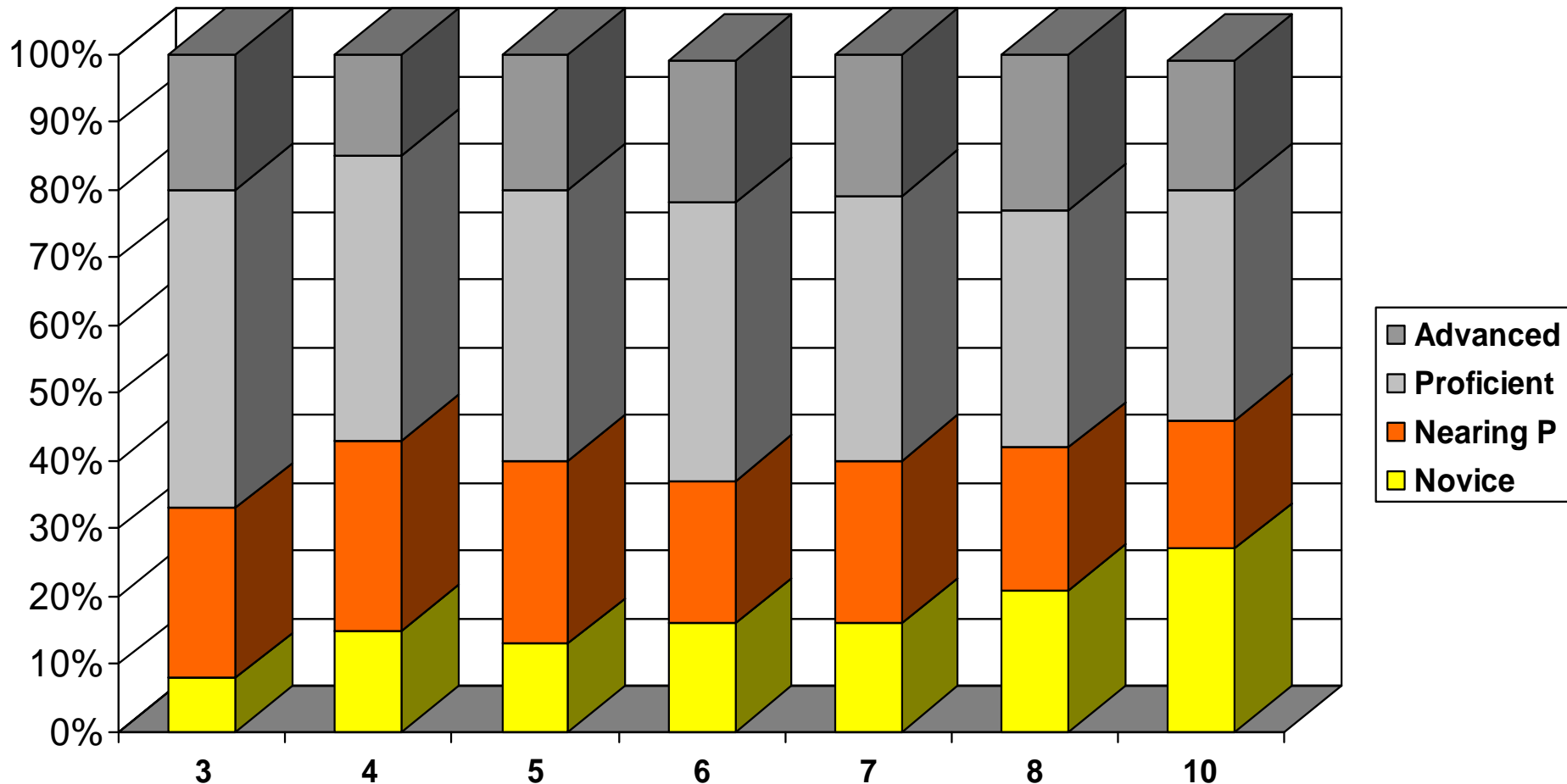
**Proficient &
Advanced
Percentages**



2008-09 American Indian CRT Data

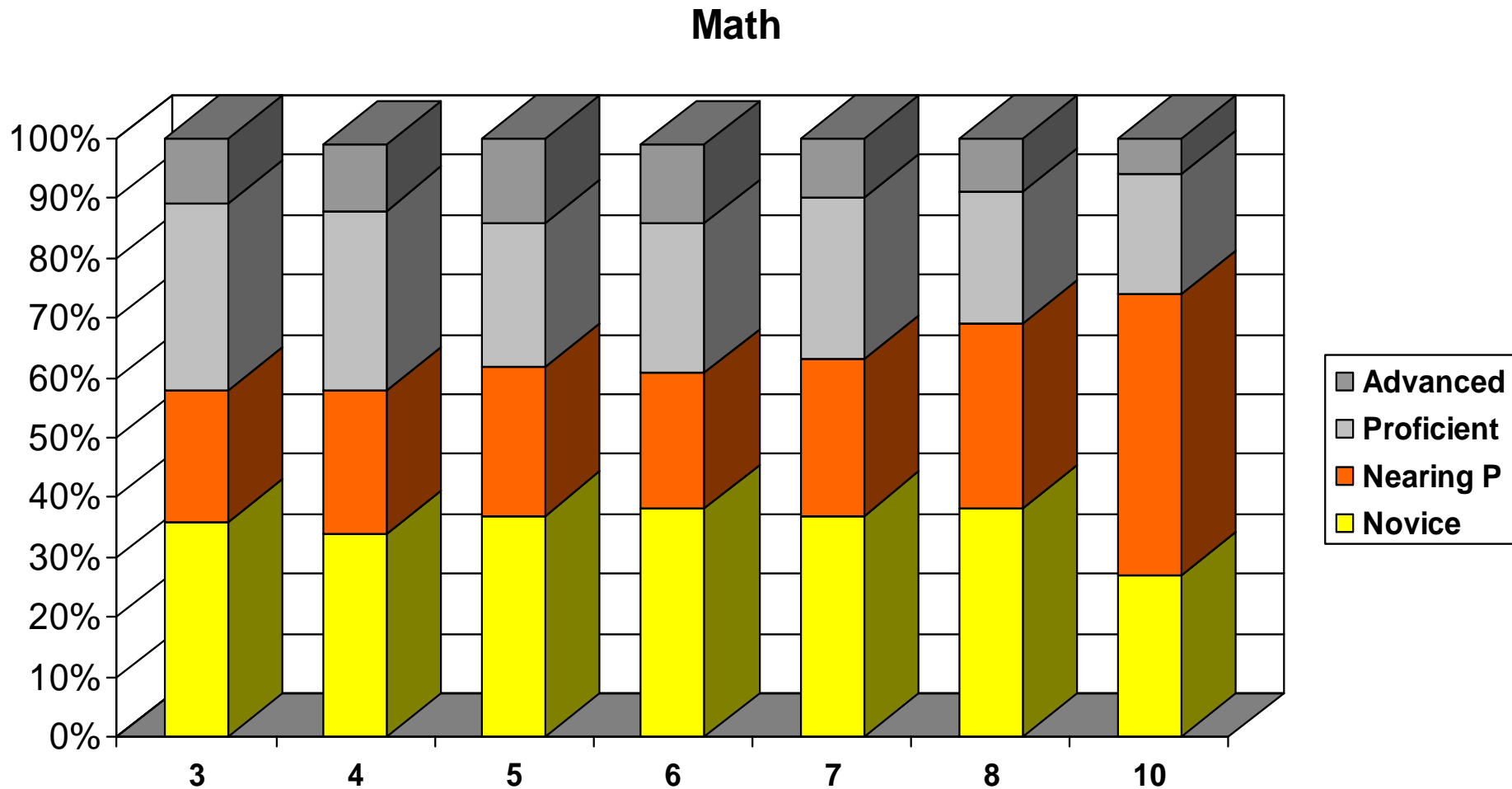
Novice and Nearing Proficient Rates

Reading



2008-09 American Indian CRT Data

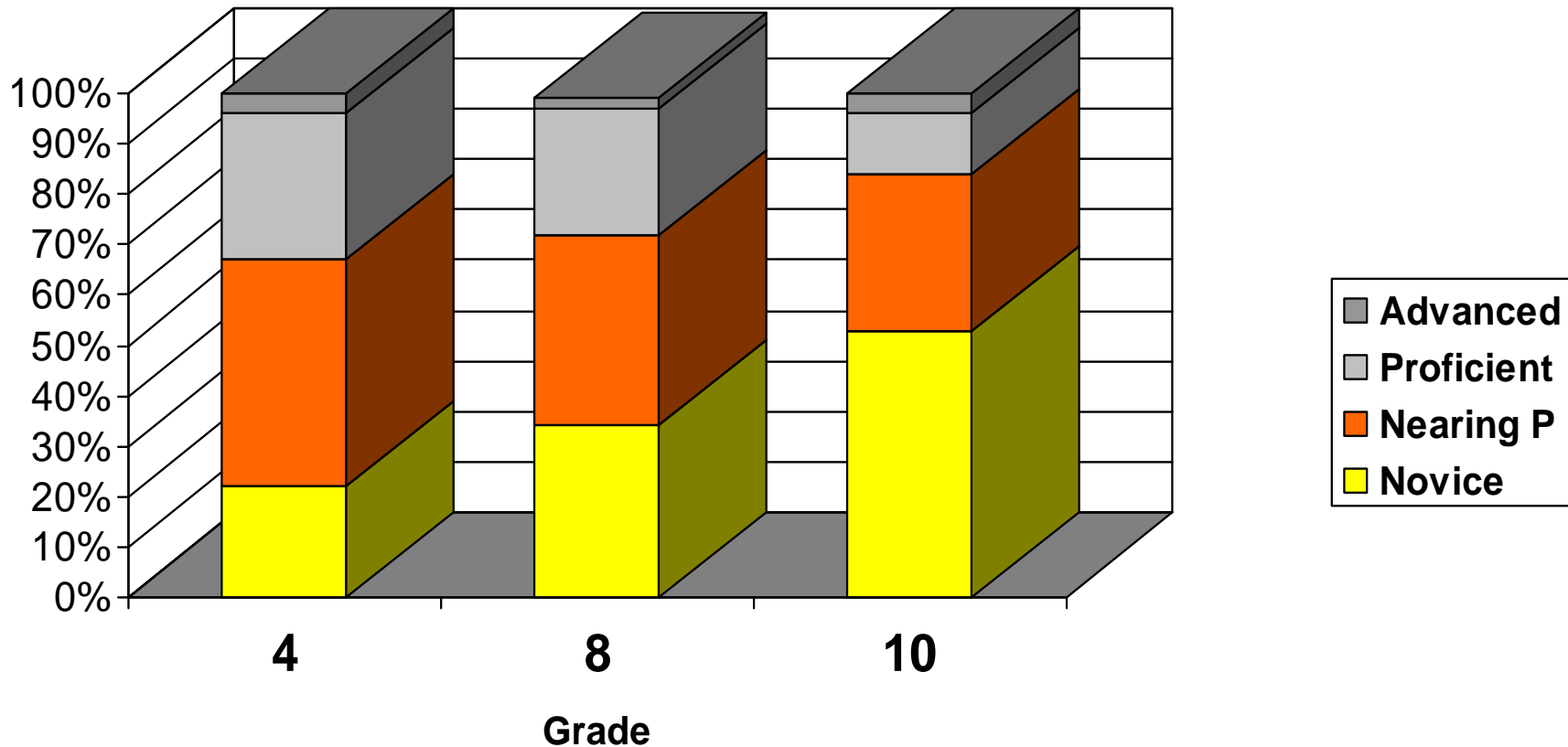
Novice and Nearing Proficient Rates



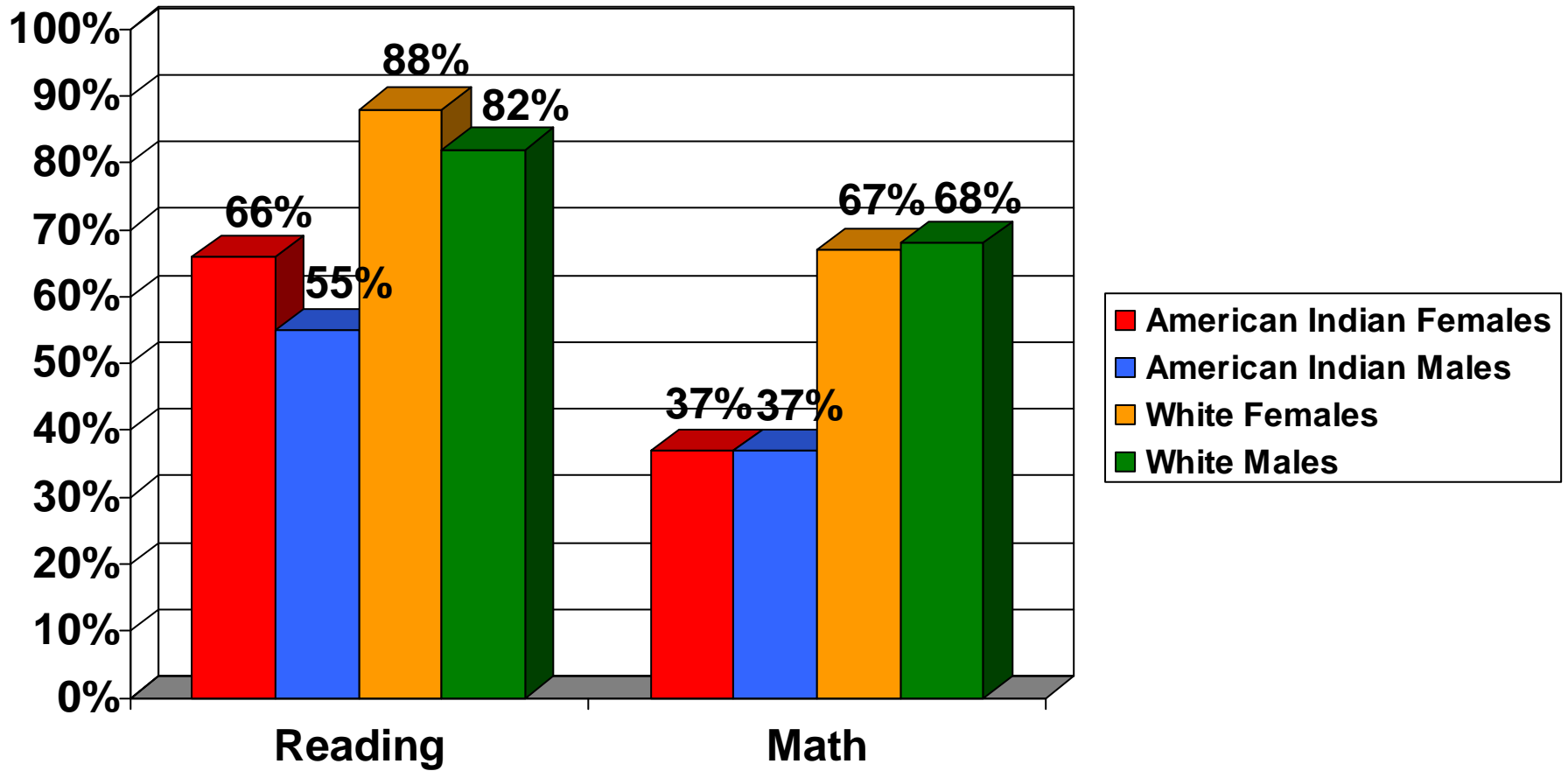
2008-09 American Indian CRT Data

Novice and Nearing Proficient Rates

Science

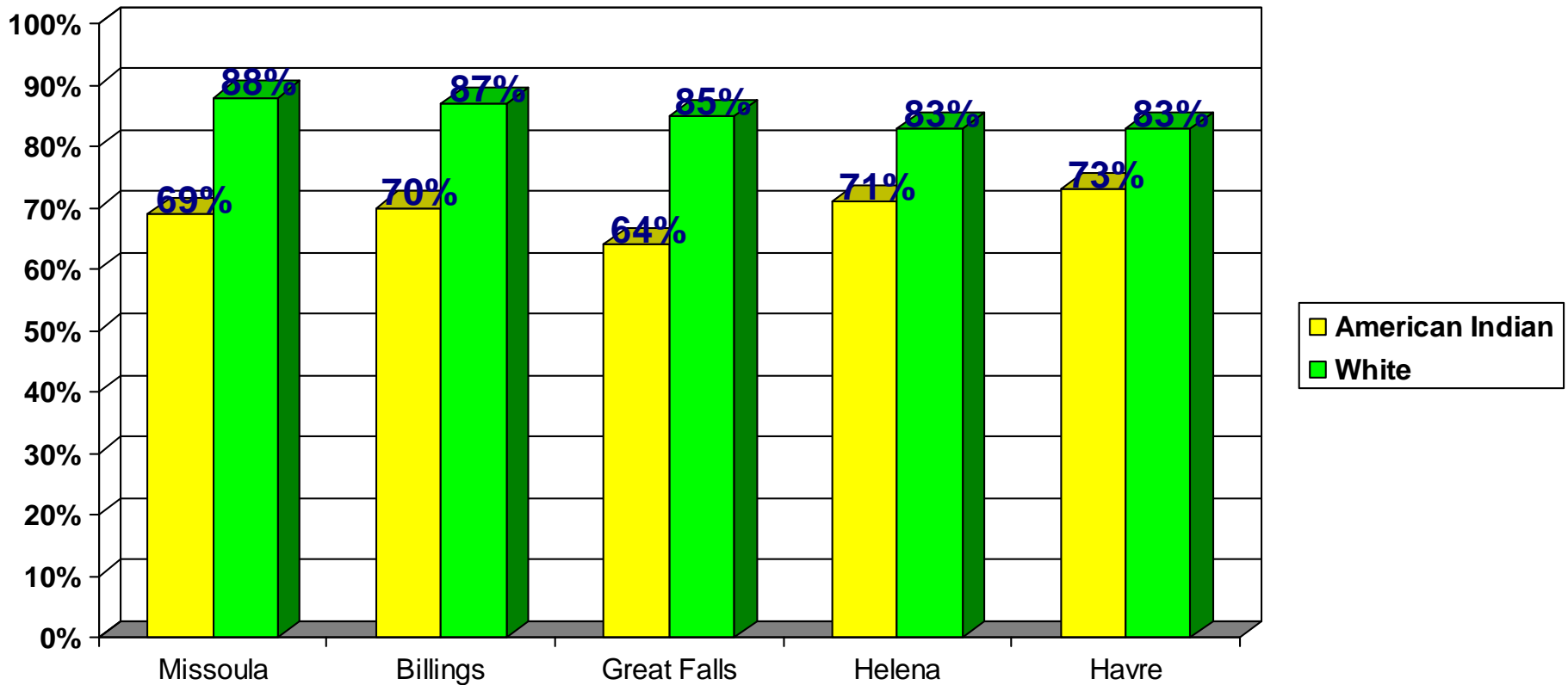


2008-09 CRT Data by Race/Ethnicity & Gender



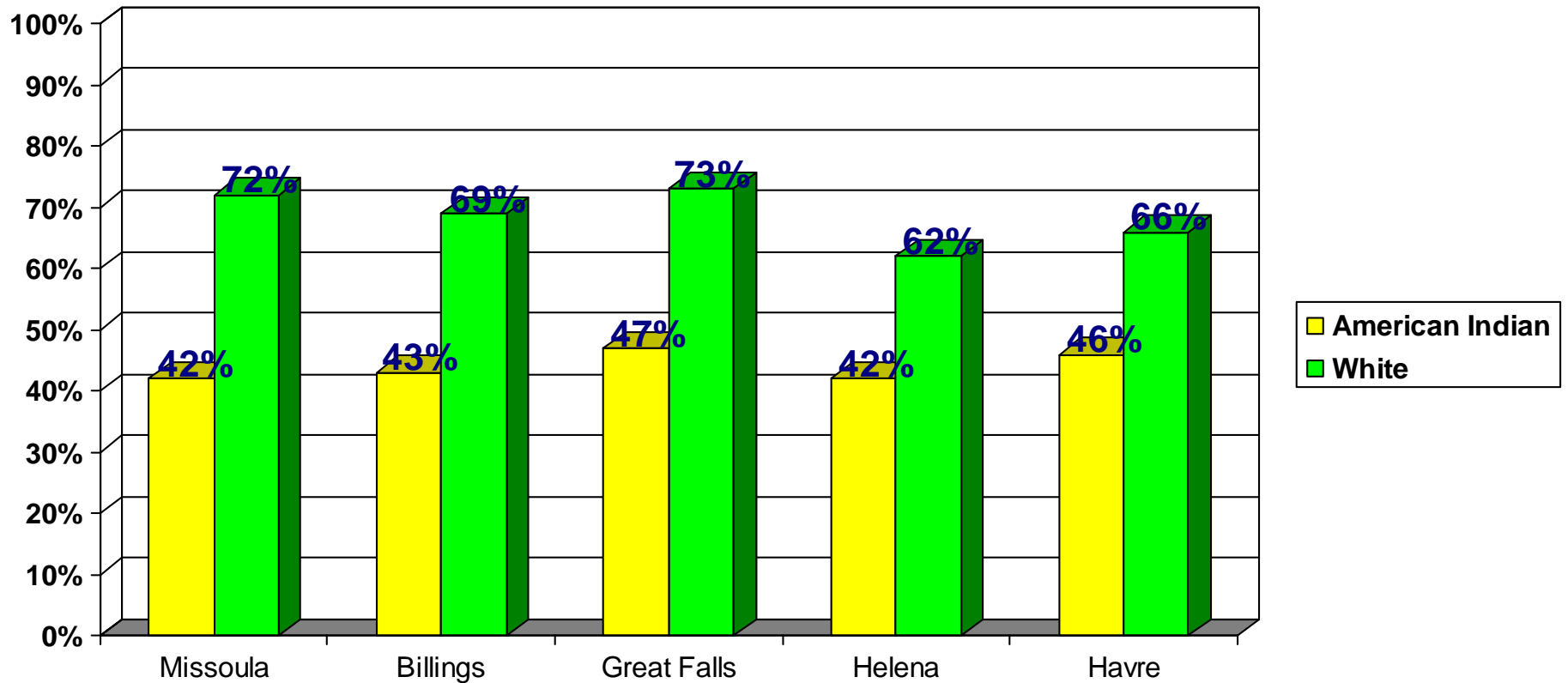
2008-09 CRT Reading

Percent Proficient & Advanced - All Grades Combined



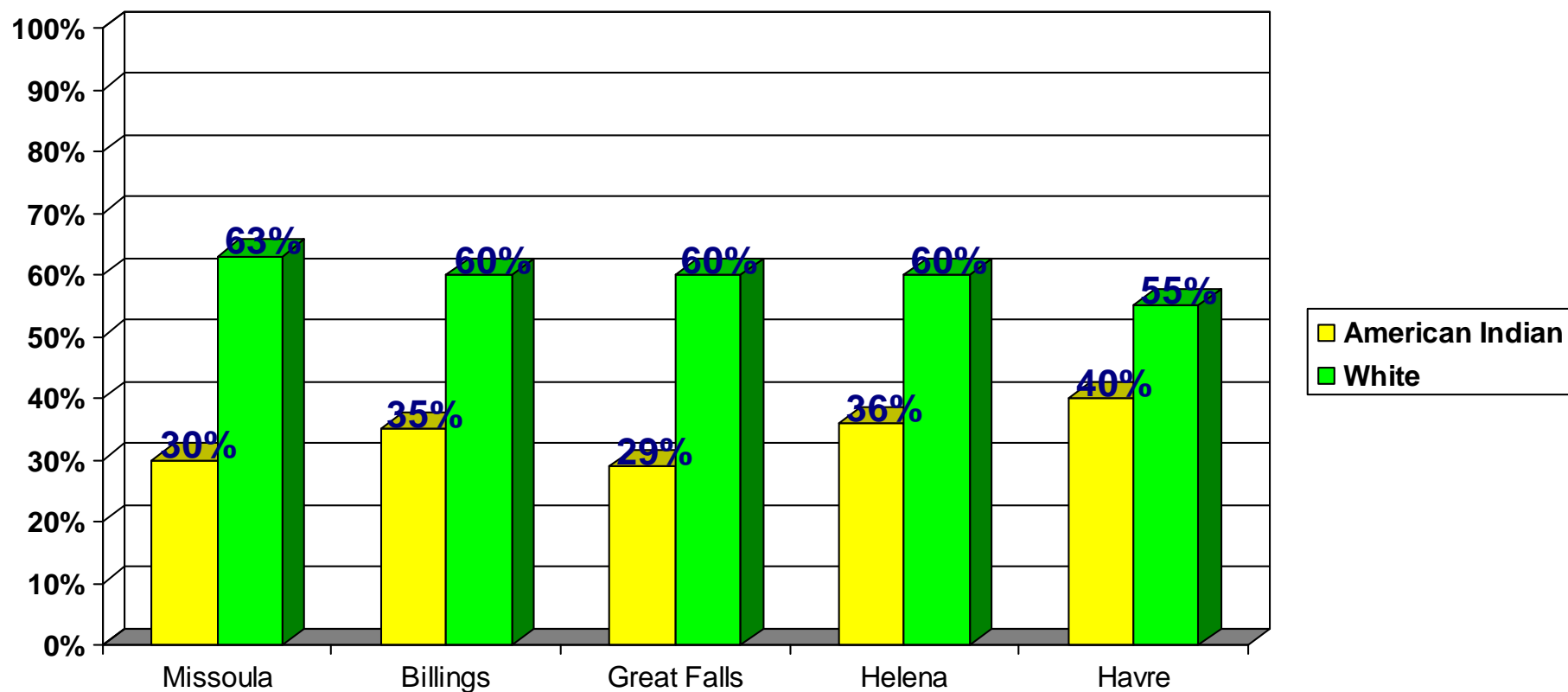
2008-09 CRT Math

Percent Proficient & Advanced - All Grades Combined



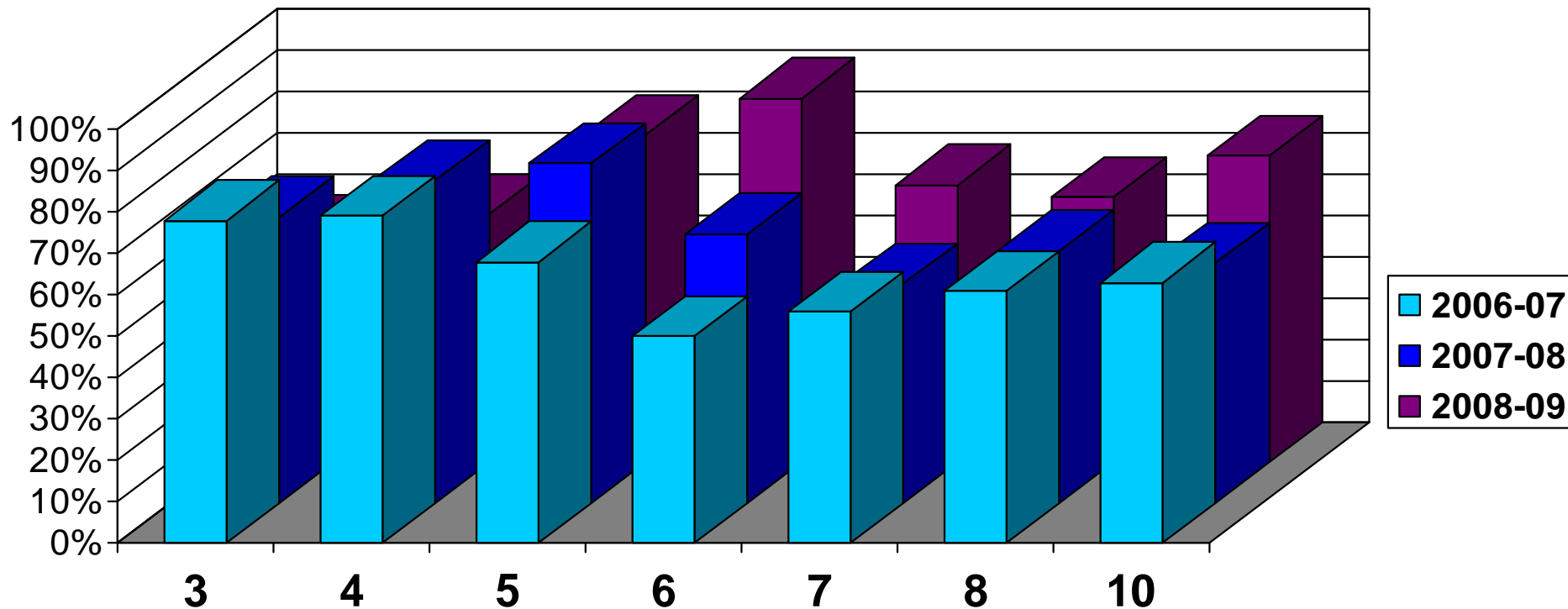
2008-09 CRT Science

Percent Proficient & Advanced - All Grades Combined



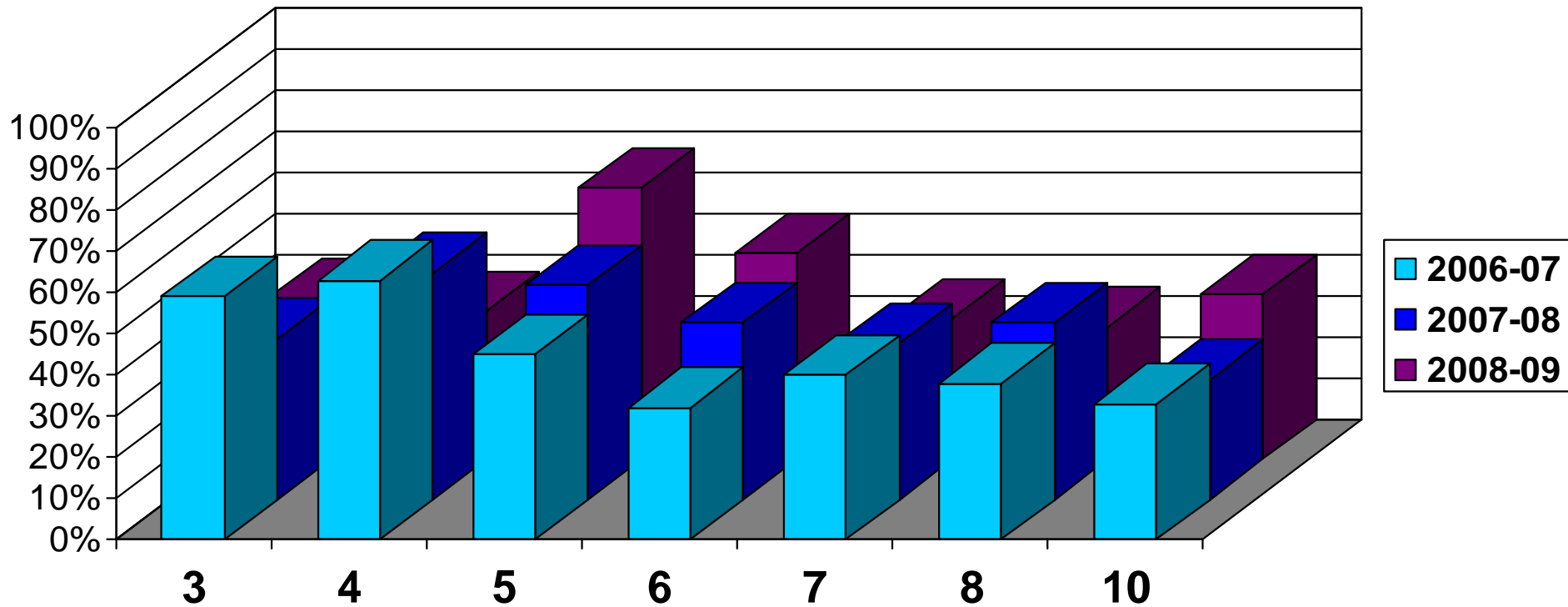
Missoula CRT Three Year Trends

American Indian Students % Proficient & Advanced - Reading



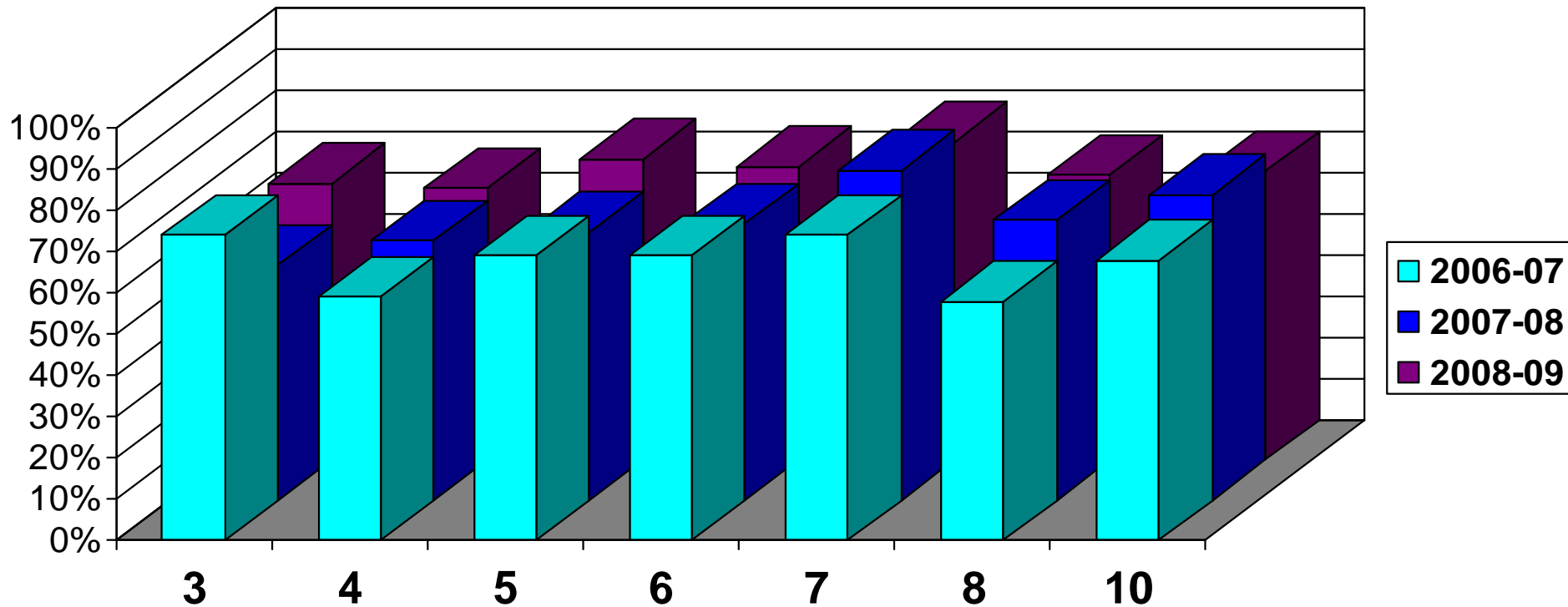
Missoula CRT Three Year Trends

American Indian Students % Proficient & Advanced - Math



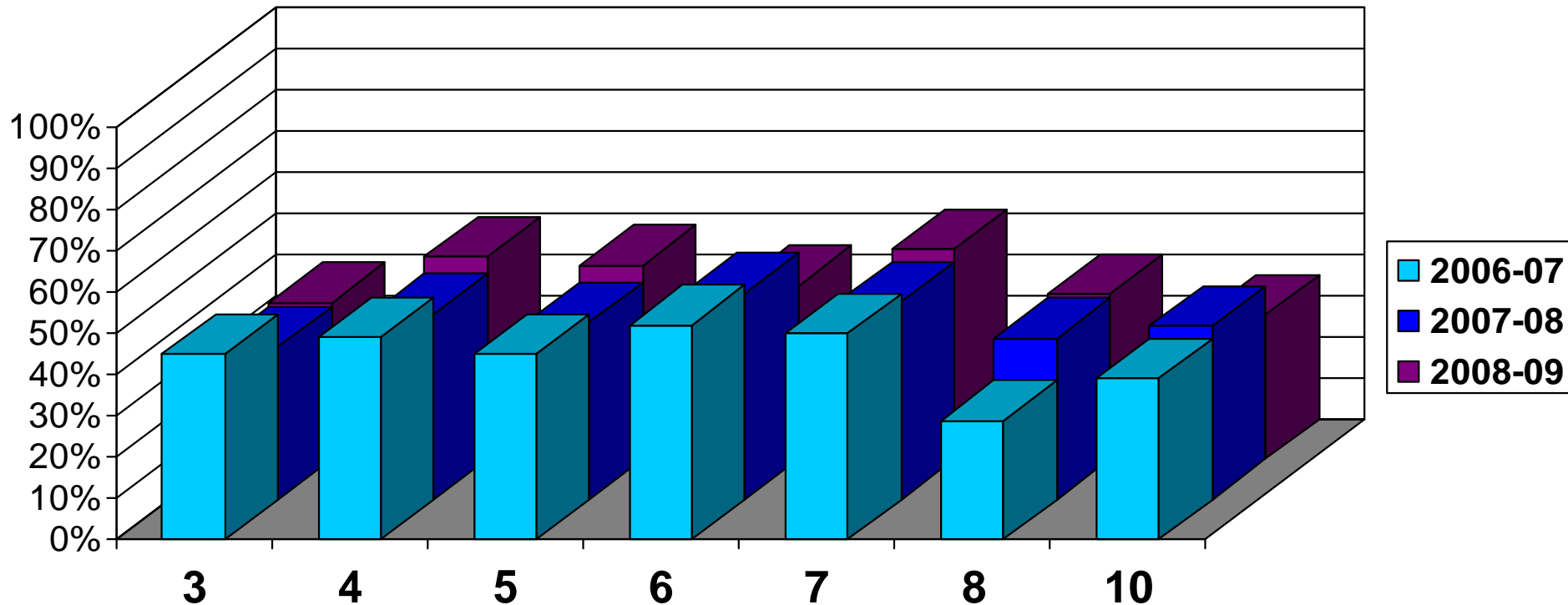
Billings CRT Three Year Trends

American Indian Students % Proficient & Advanced - Reading



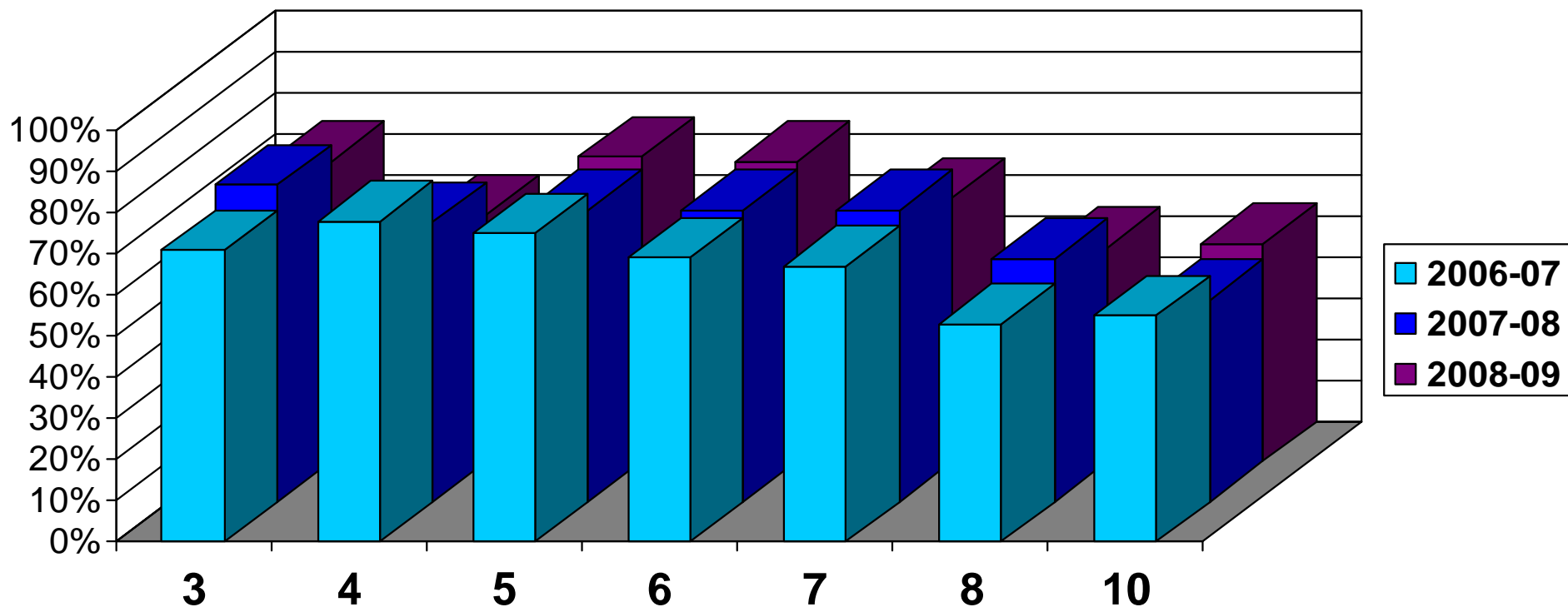
Billings CRT Three Year Trends

American Indian Students % Proficient & Advanced - Math



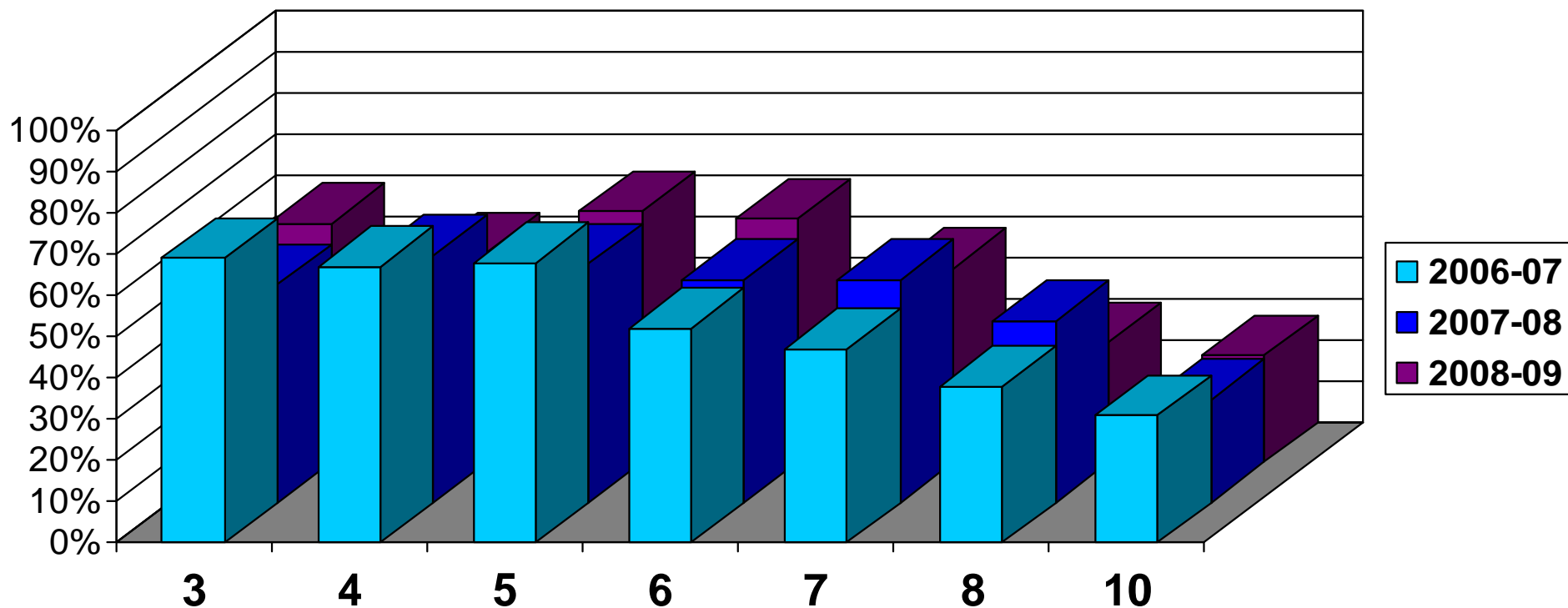
Great Falls CRT Three Year Trends

American Indian Students % Proficient & Advanced - Reading



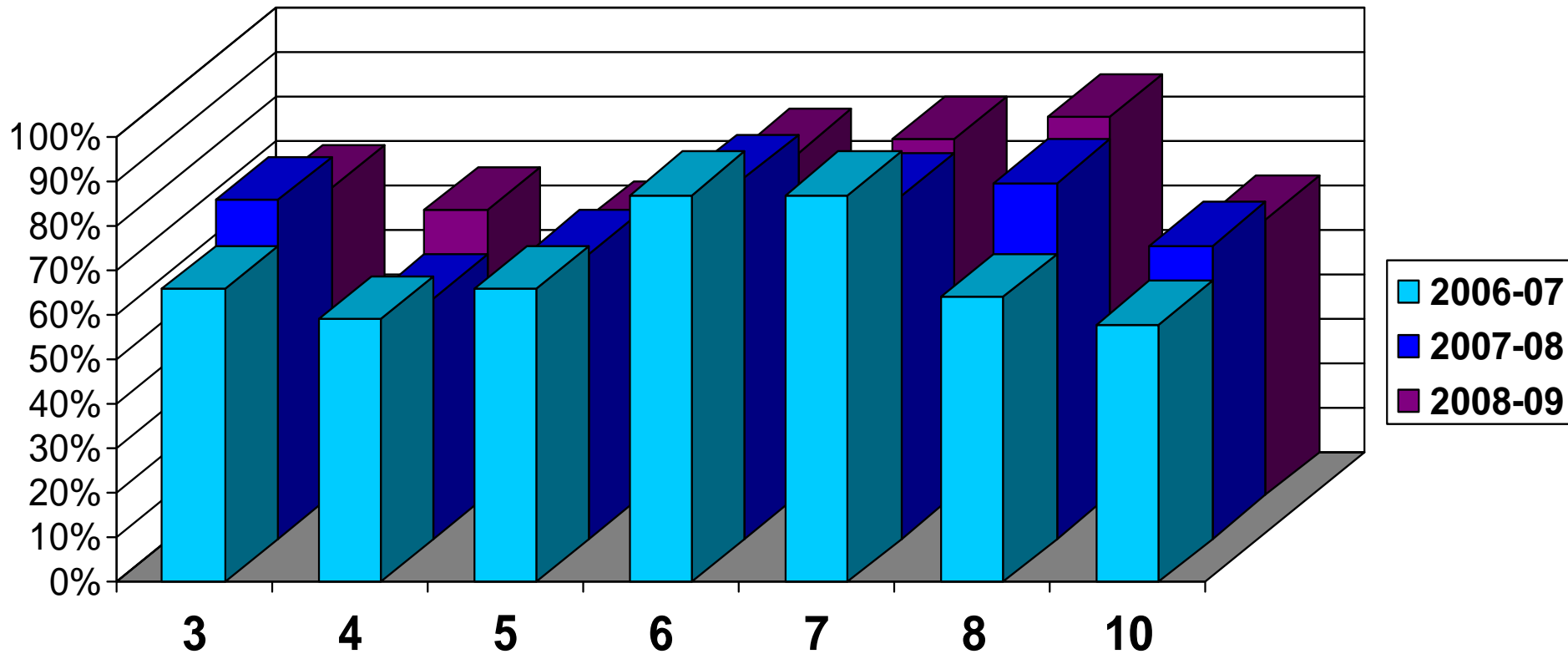
Great Falls CRT Three Year Trends

American Indian Students % Proficient & Advanced - Math



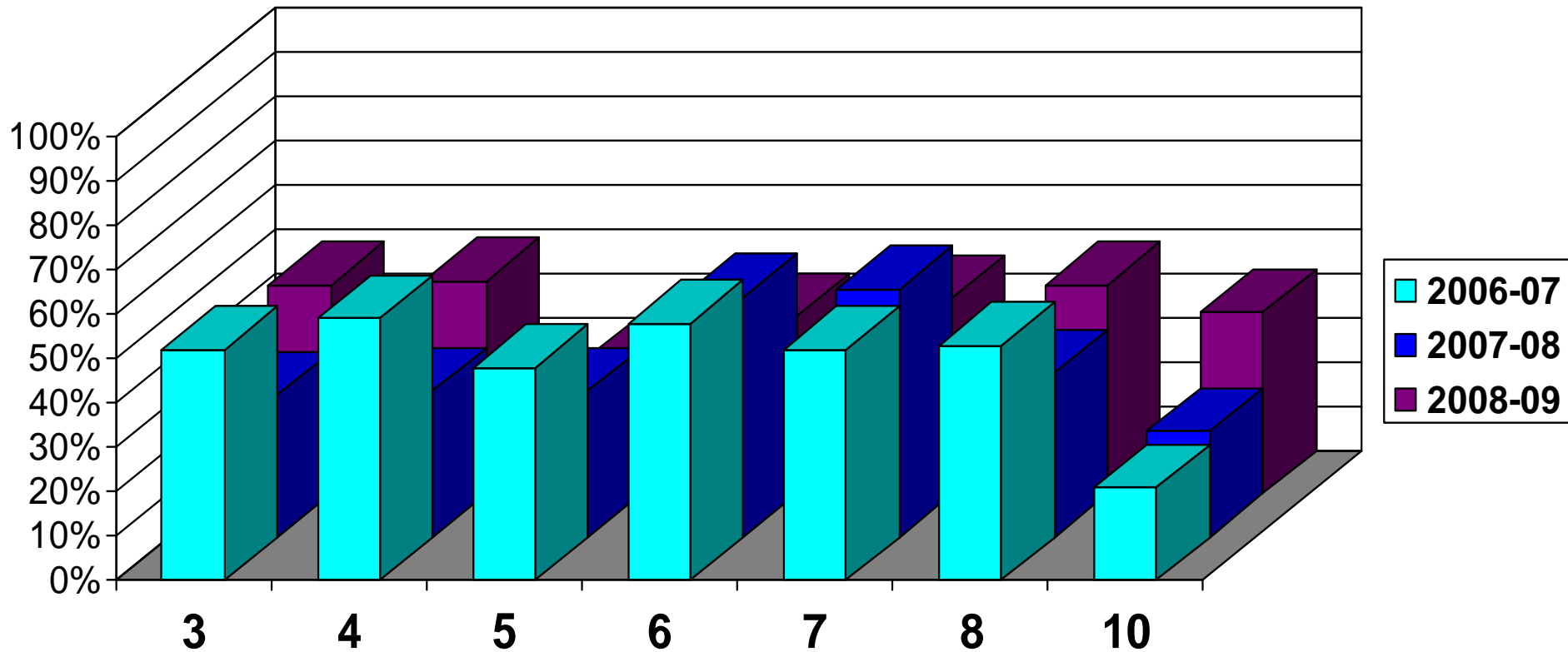
Helena CRT Three Year Trends

American Indian Students % Proficient & Advanced - Reading



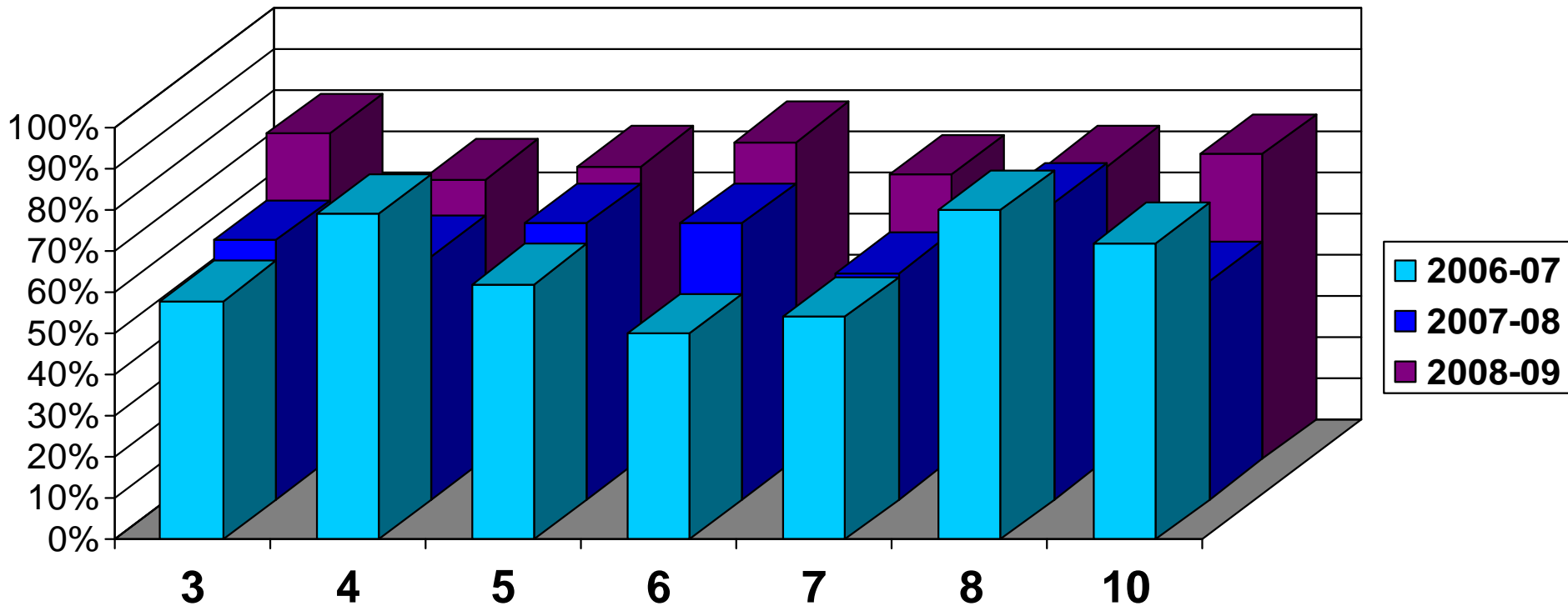
Helena CRT Three Year Trends

American Indian Students % Proficient & Advanced - Math



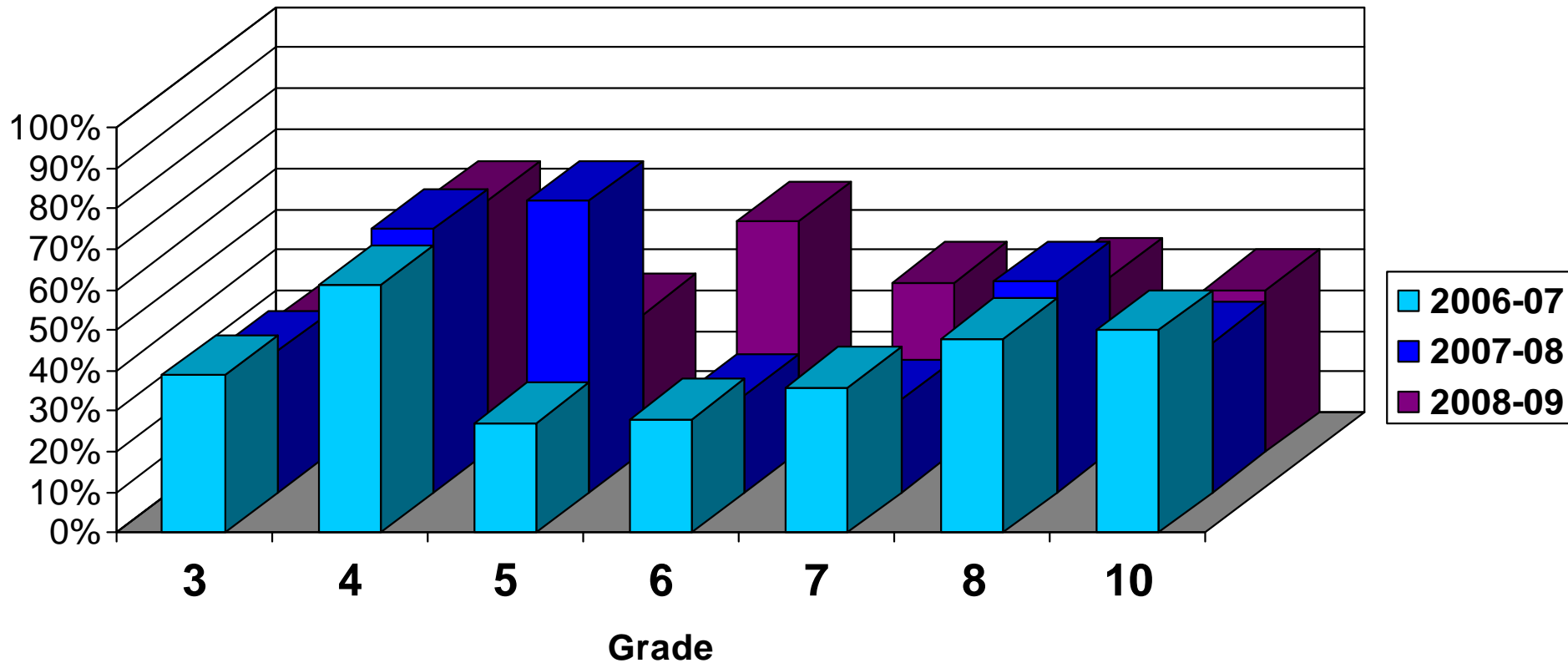
Havre CRT Three Year Trends

American Indian Students % Proficient & Advanced - Reading



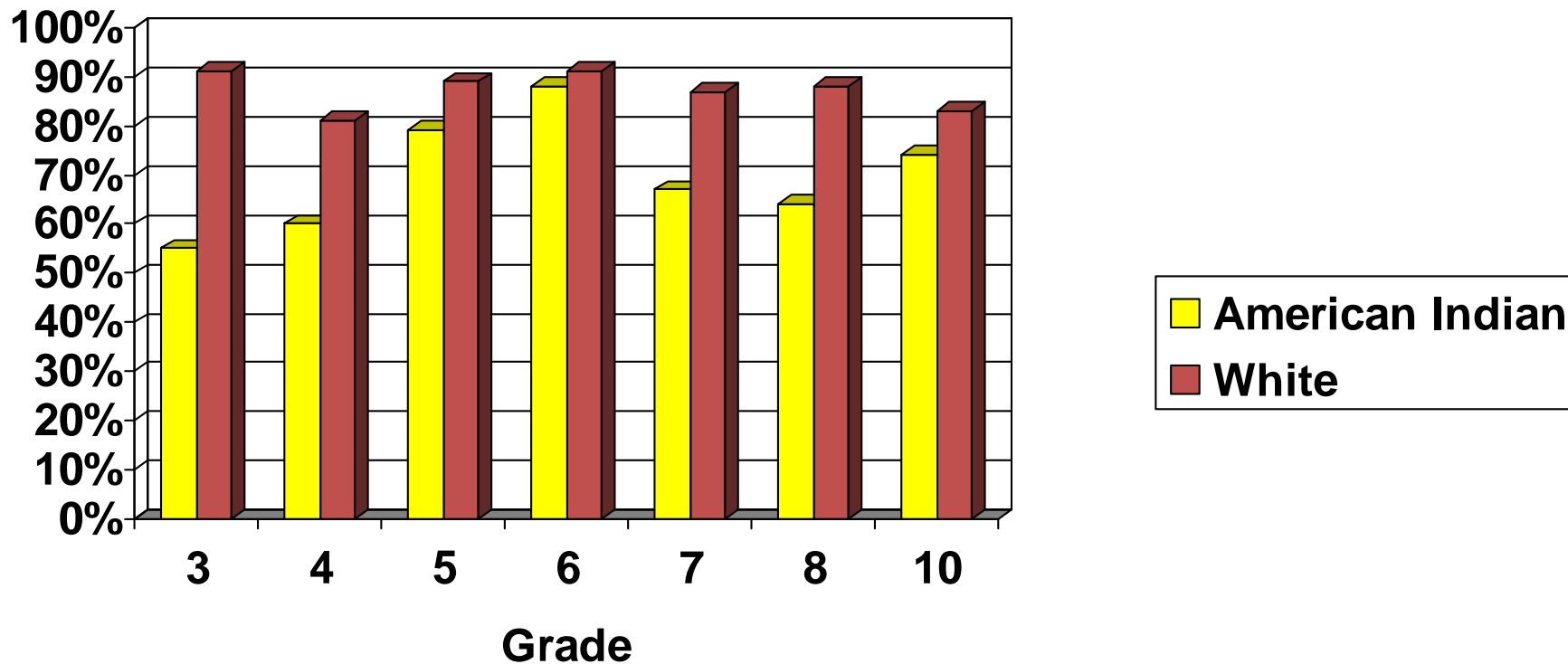
Havre CRT Three Year Trends

American Indian Students % Proficient & Advanced - Math



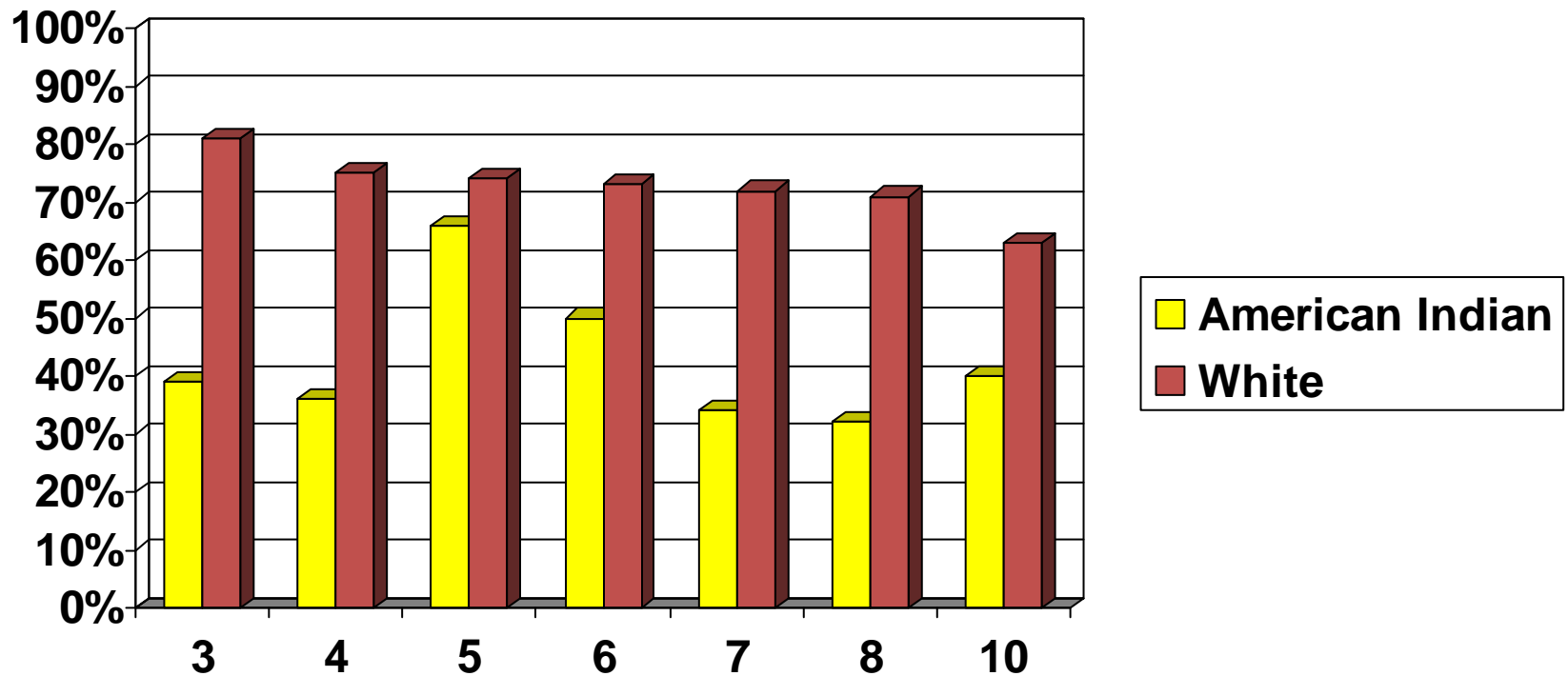
Missoula 2008-09 CRT by Race/Ethnicity

% Proficient & Advanced - Reading



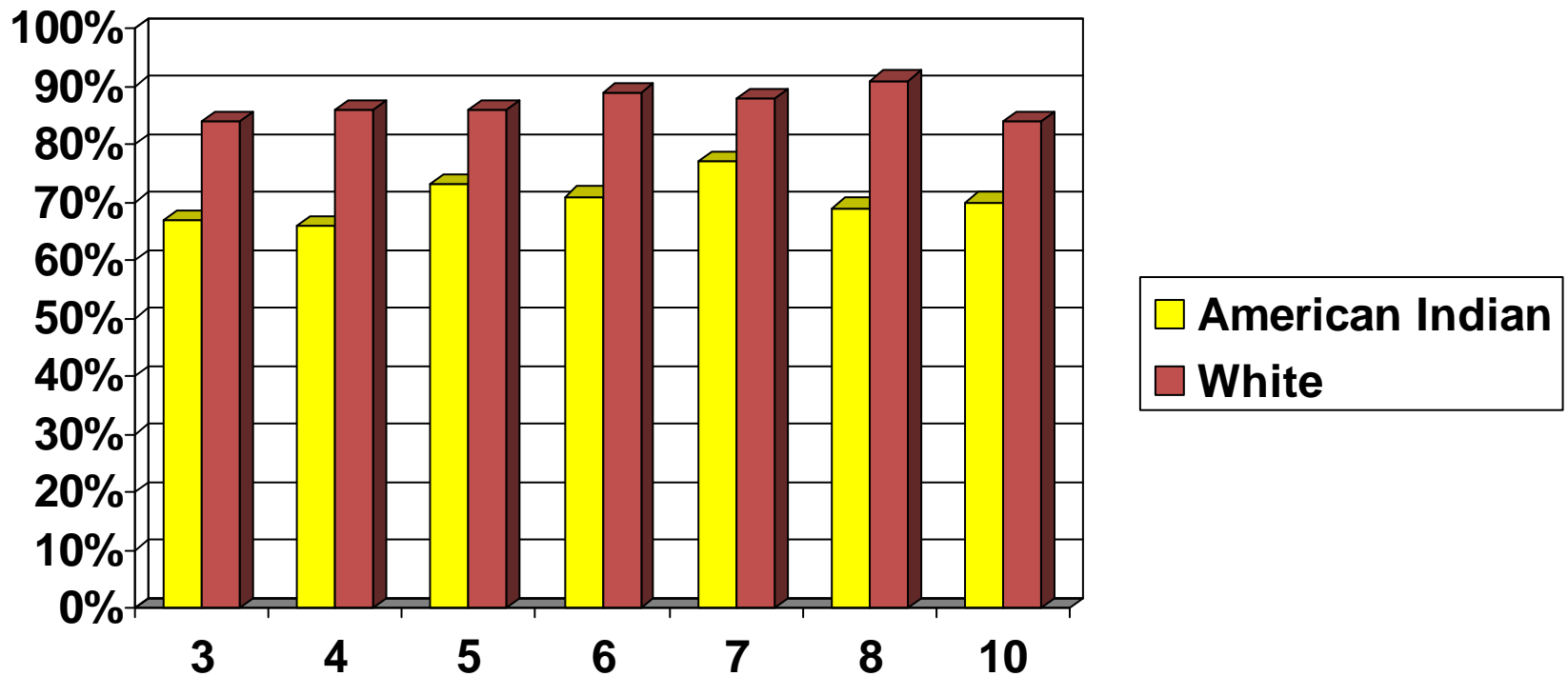
Missoula 2008-089 CRT by Race/Ethnicity

% Proficient & Advanced - Math



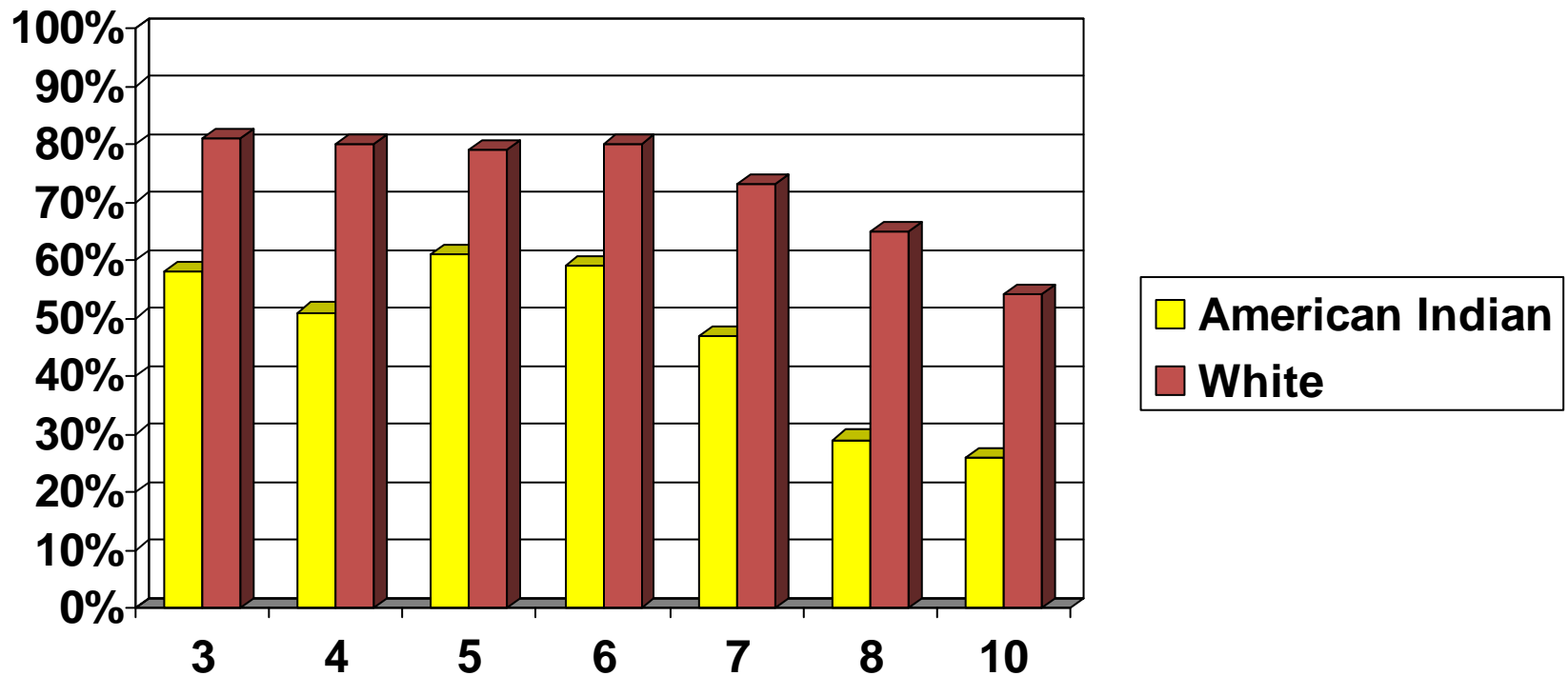
Billings 2008-09 CRT by Race/Ethnicity

% Proficient & Advanced - Reading



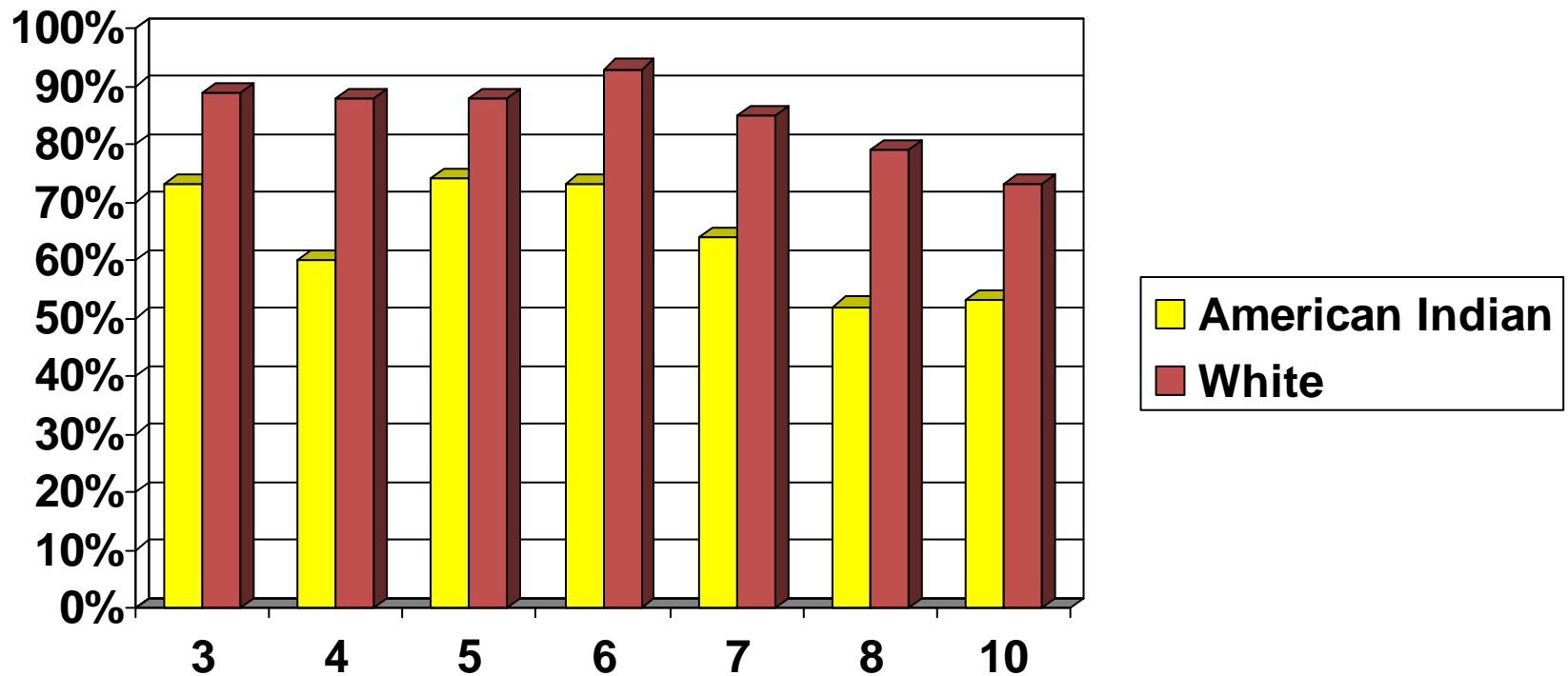
Billings 2008-09 CRT by Race/Ethnicity

% Proficient & Advanced - Math



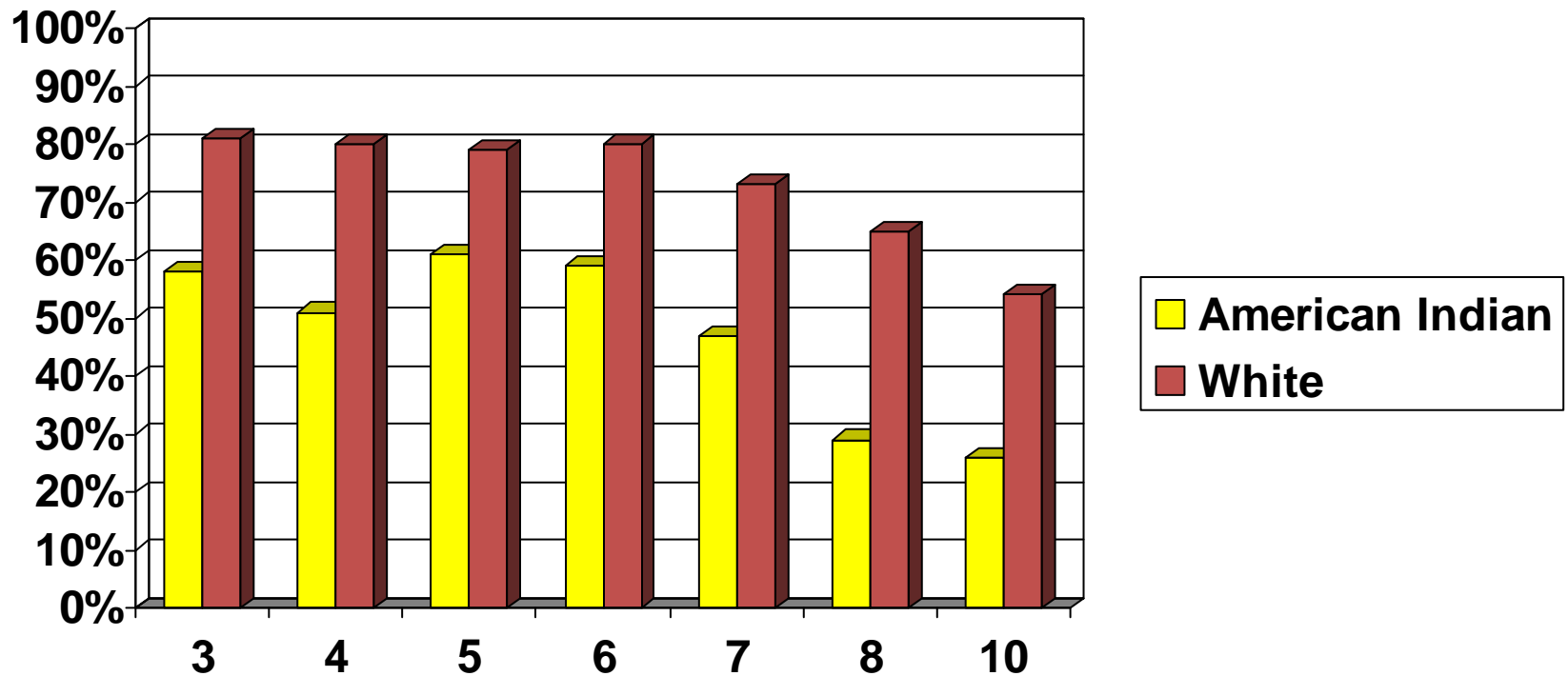
Great Falls 2008-09 CRT by Race/Ethnicity

% Proficient & Advanced - Reading



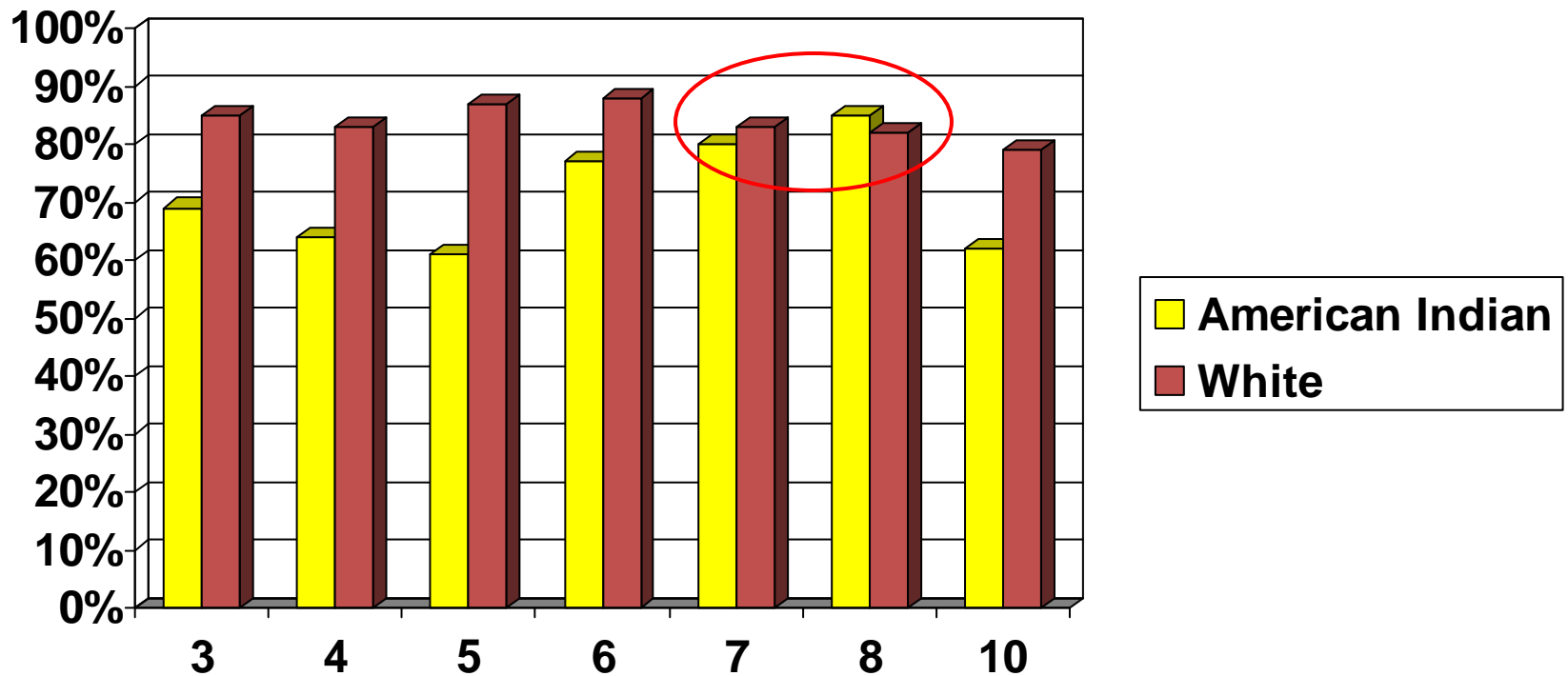
Great Falls 2008-09 CRT by Race/Ethnicity

% Proficient & Advanced - Math



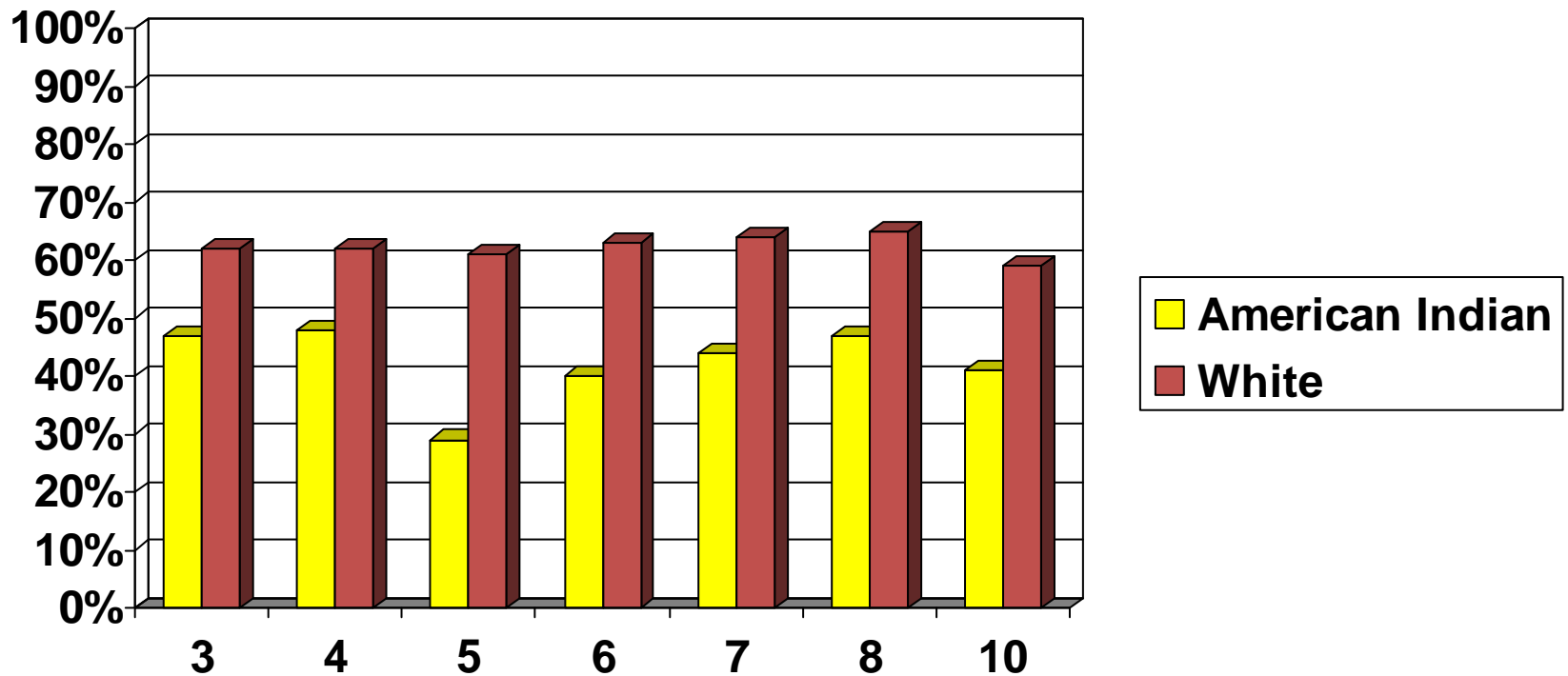
Helena 2008-09 CRT by Race/Ethnicity

% Proficient & Advanced - Reading



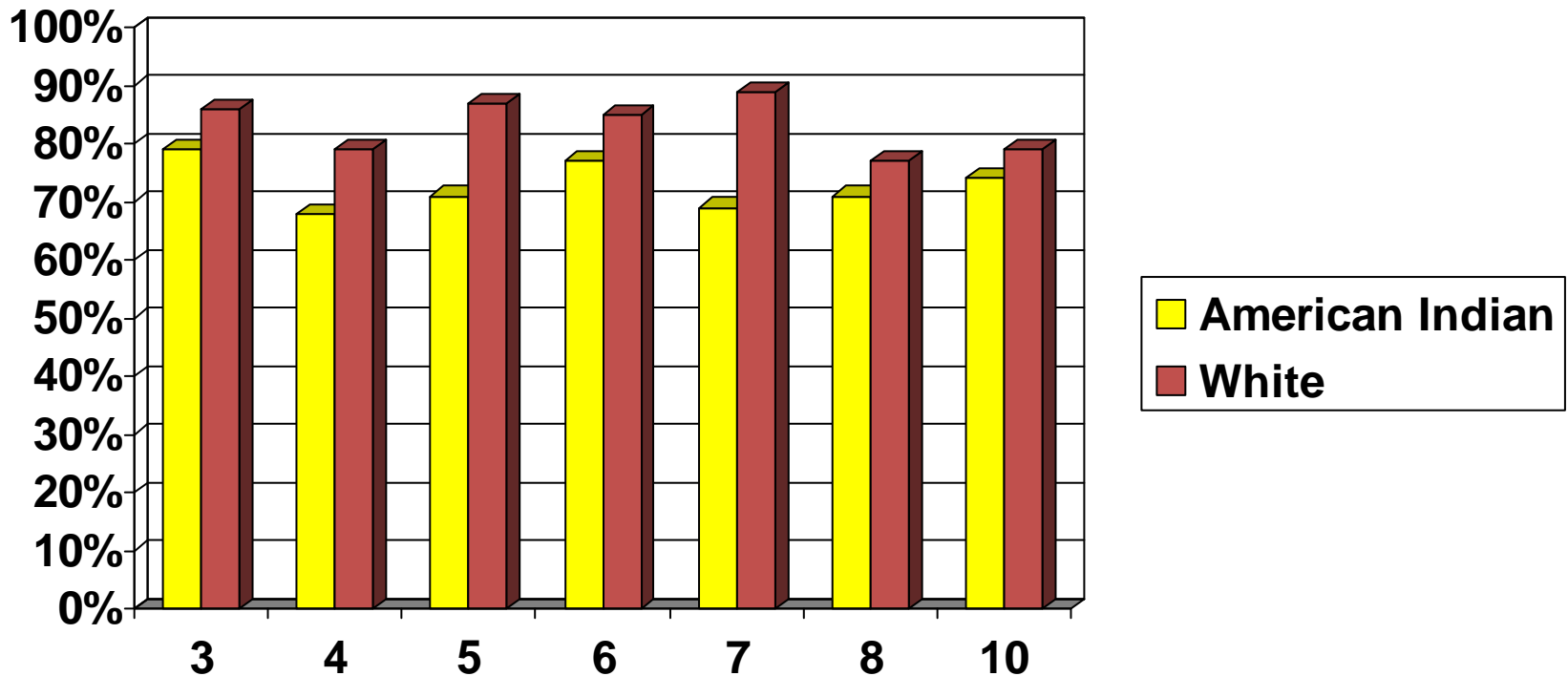
Helena 2008-09 CRT by Race/Ethnicity

% Proficient & Advanced - Math



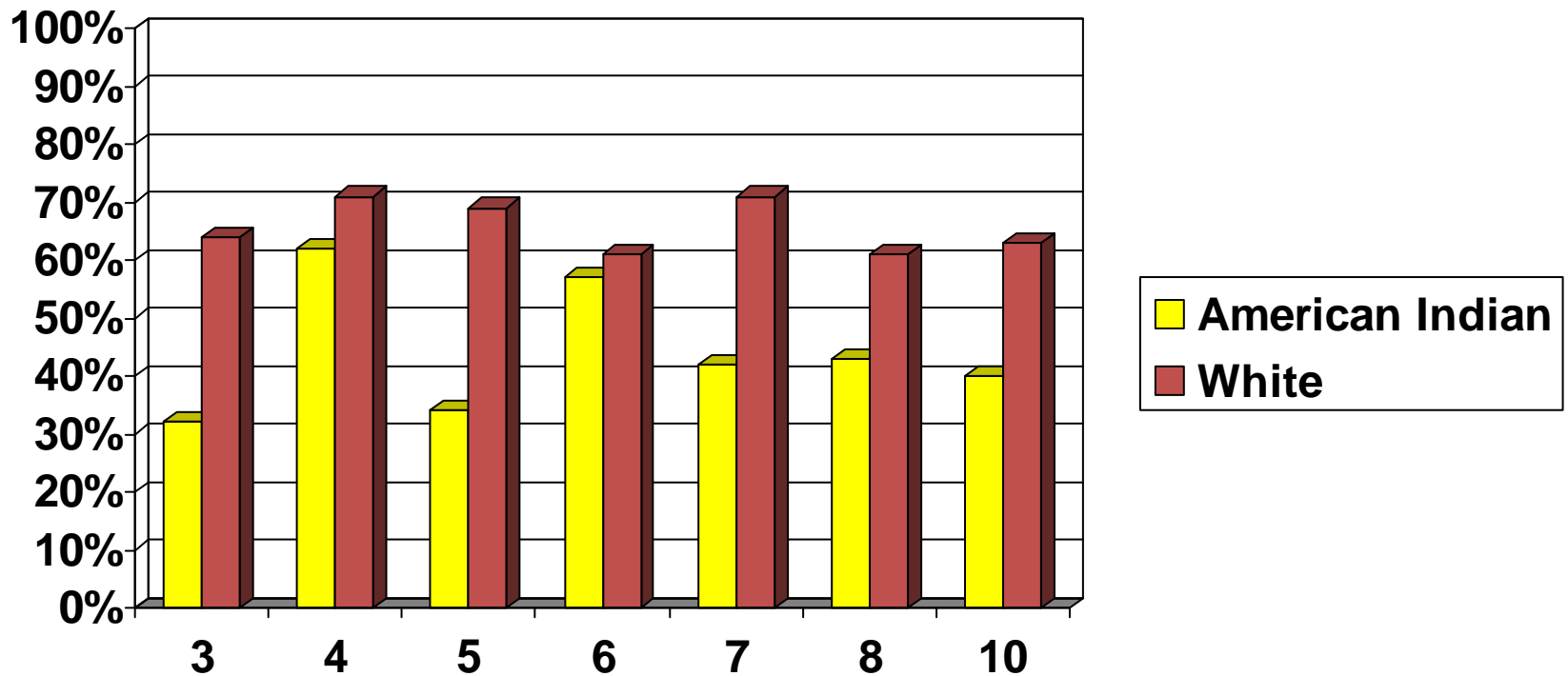
Havre 2008-09 CRT by Race/Ethnicity

% Proficient & Advanced - Reading



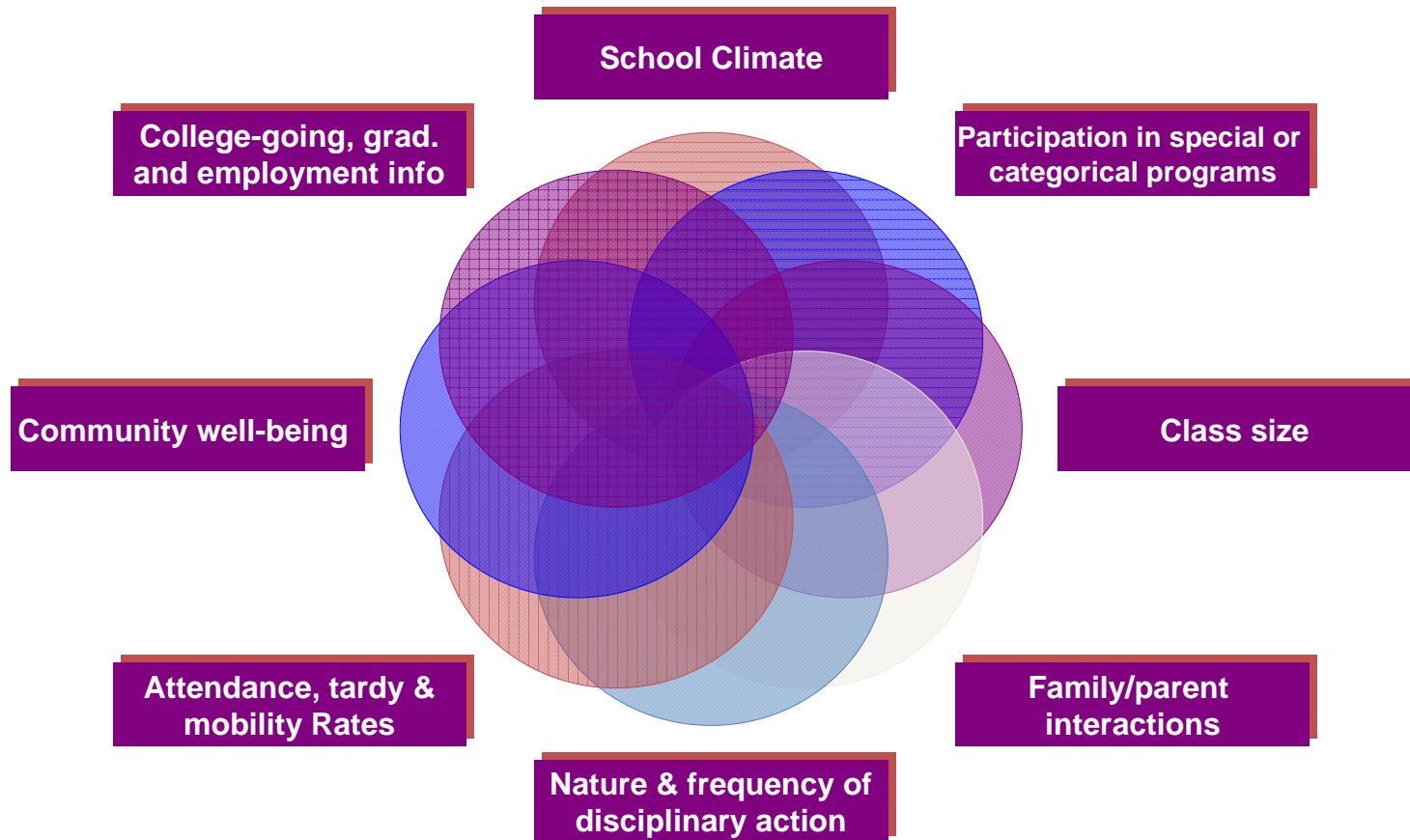
Havre 2008-09 CRT by Race/Ethnicity

% Proficient & Advanced - Math



But equally as important ...

The data OPI doesn't have access to, but that is crucial to understanding and working to close achievement gaps:



Dropout Rates

*In Montana, of those students who entered school as 9th graders in 2003, an estimated 3,074 students dropped out. If these students had graduated, their total lifetime additional income would have been **\$799,180,200**.*

Alliance for Excellent Education

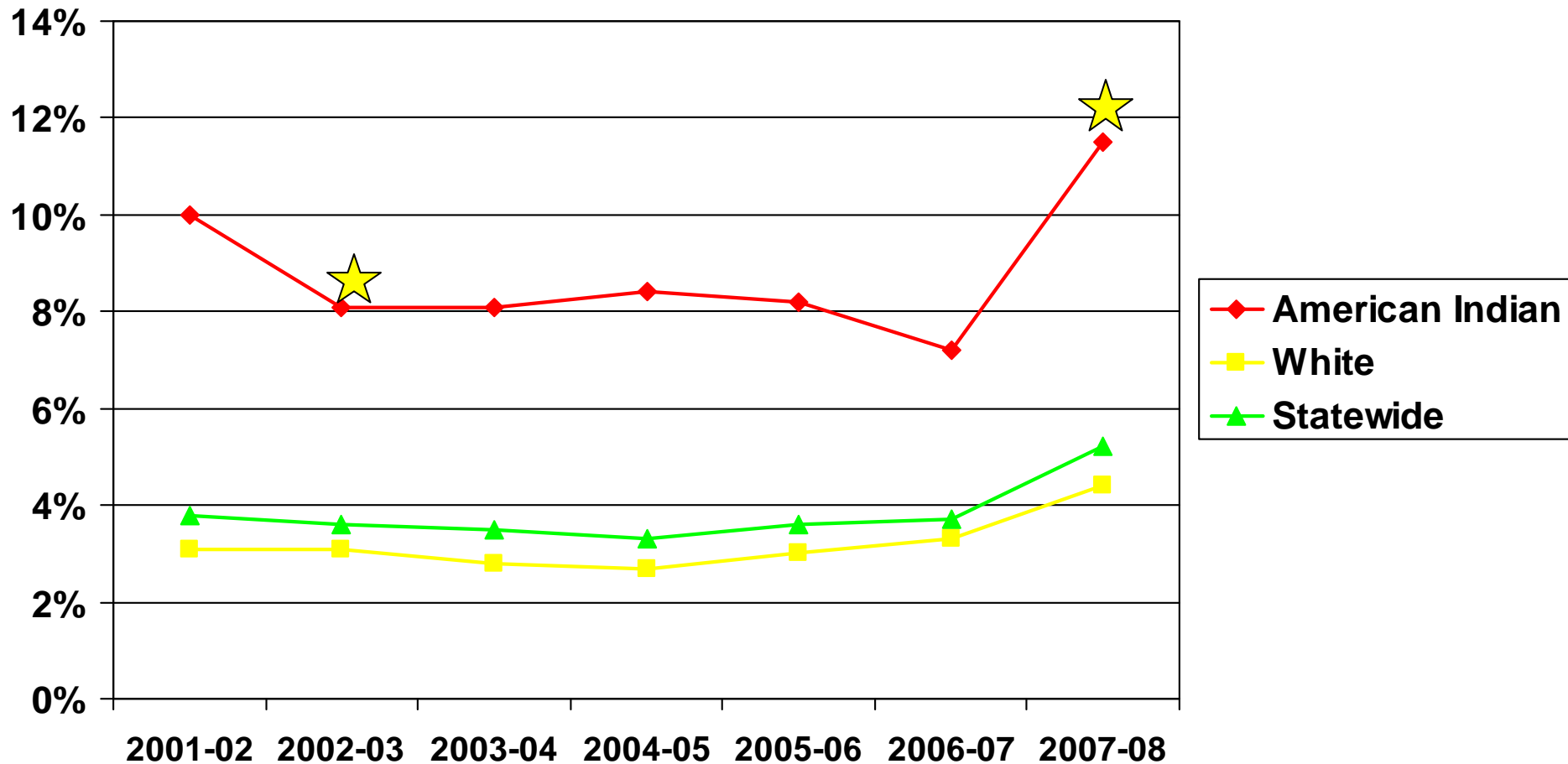
Dropout Fast Facts

- On average, American Indian students dropout of grades 7/8 at a rate more than 14 times that of white students and out of high school at a rate of 2.5 times that of white students
- In the past five years, American Indians represented only 11.4% of the total school enrollment for grades 7/8, but accounted for 64% of the dropouts. For high school, American Indians represented 10.4% of the total school enrollment and 23% of the dropouts.

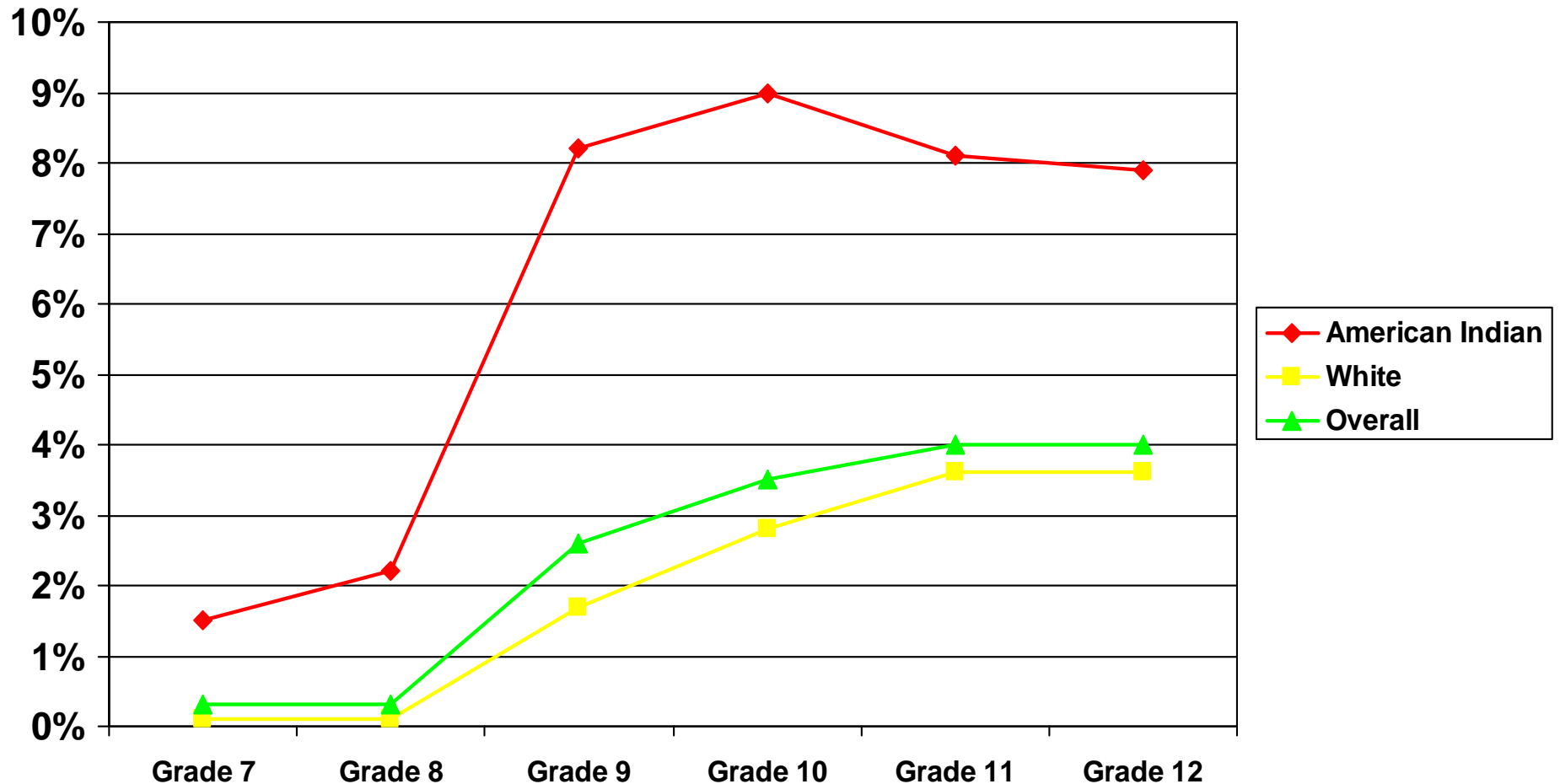
Seven Year Montana High School

Dropout Rate Trends

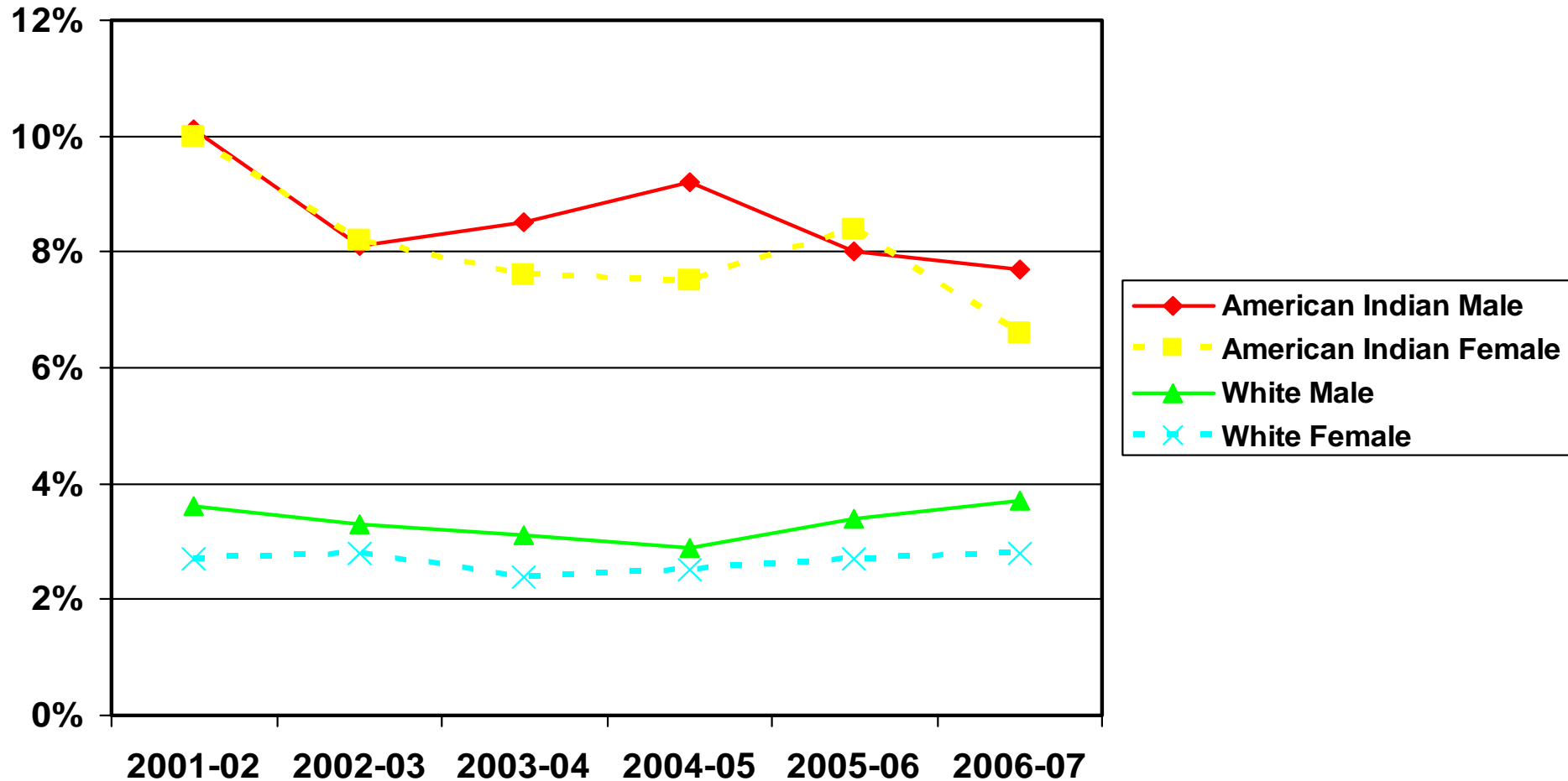
by Race/Ethnicity Categories



Statewide Five Year Dropout Rates (2002-2007) for Race/Ethnicity Categories and by Grade Level



Dropout Rates for Race/Ethnicity Categories by Gender for Grades 9-12



MT Dropout Rate by District Size

Over the past five years, 1H districts
have had the highest dropout rate
for American Indians

High School Enrollment Categories

1H = more than 1,250 students

2H = 401 to 1,250 students

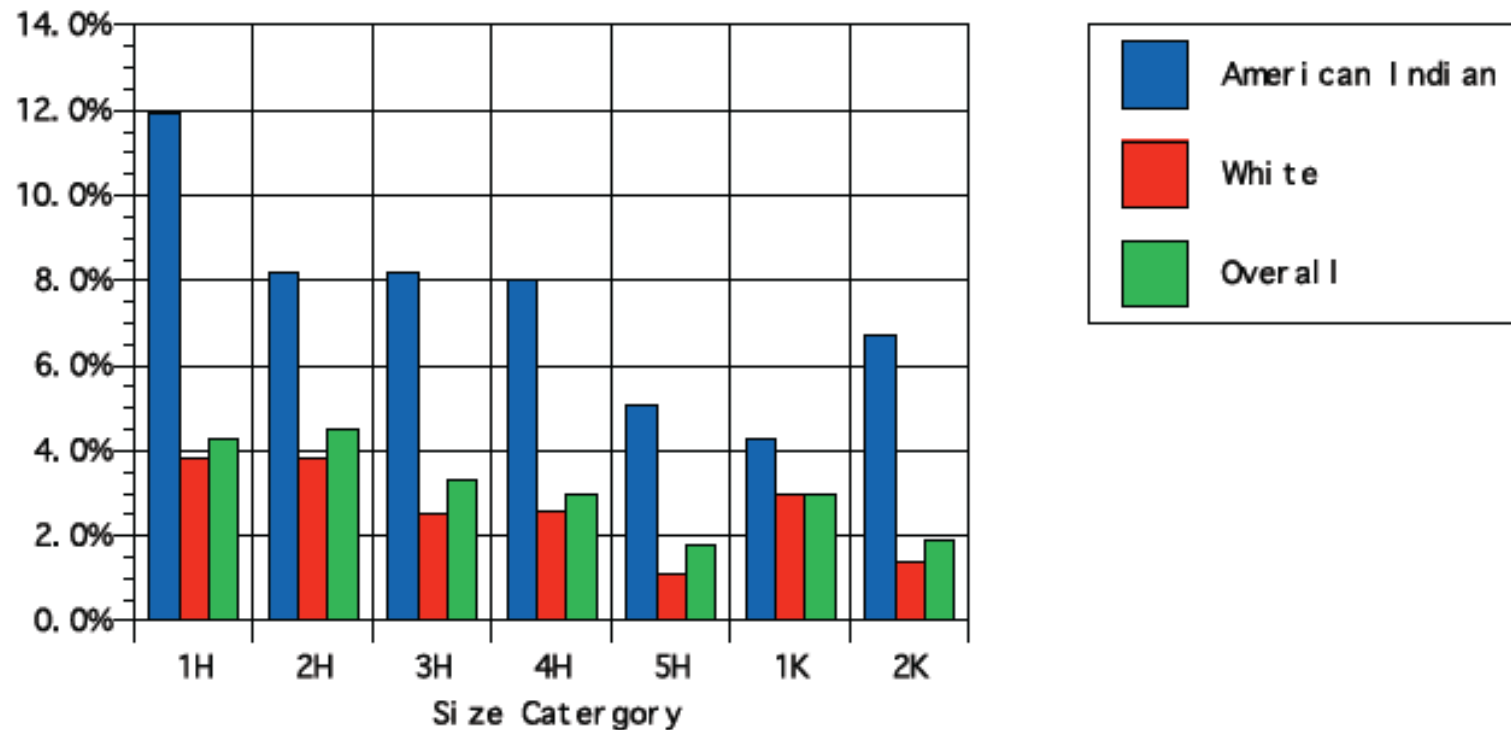
3H = 201 to 400 students

4H = 76 to 200 students

5H = 75 or fewer students

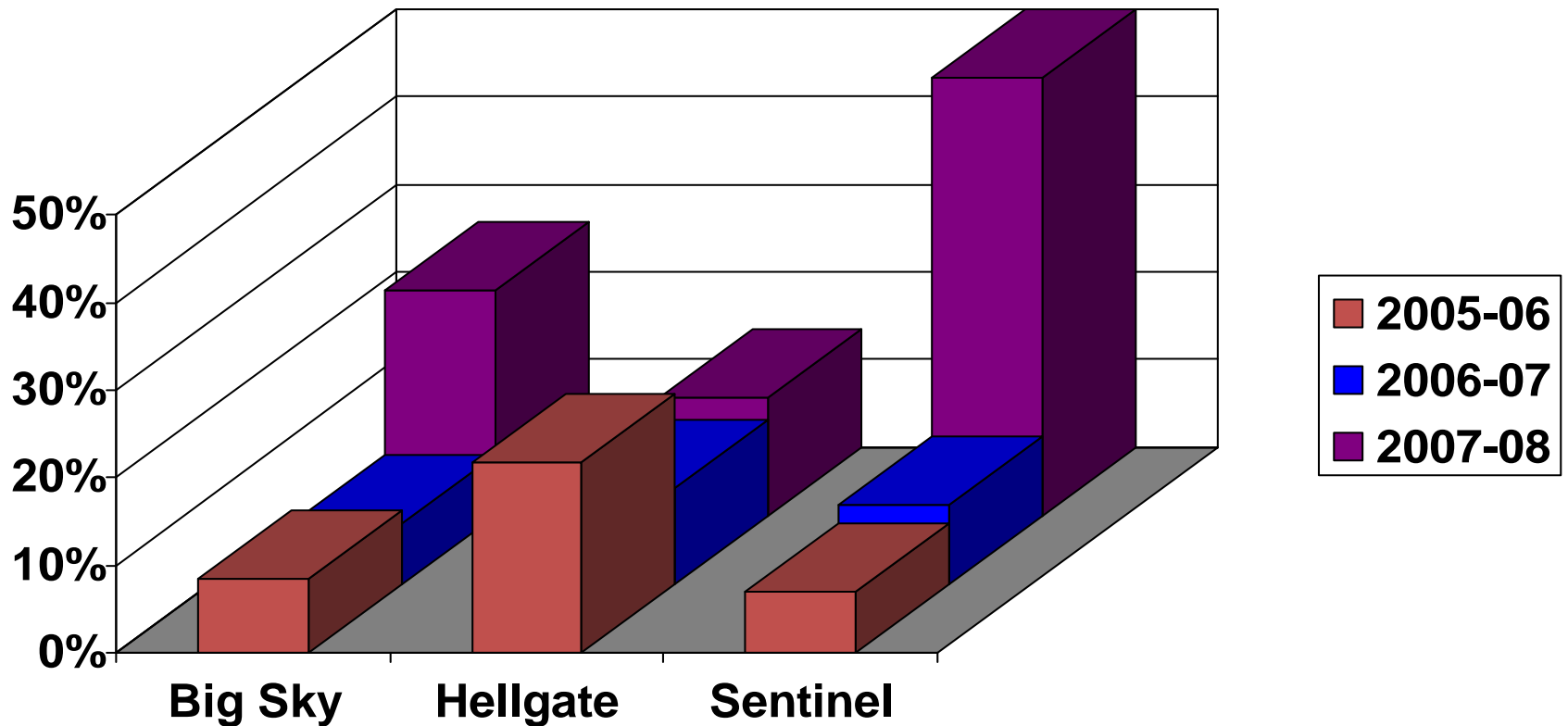
The number of dropout increased
for every size category except for
students in the 3H districts

MT Dropout Rate by District Size and Race/Ethnicity



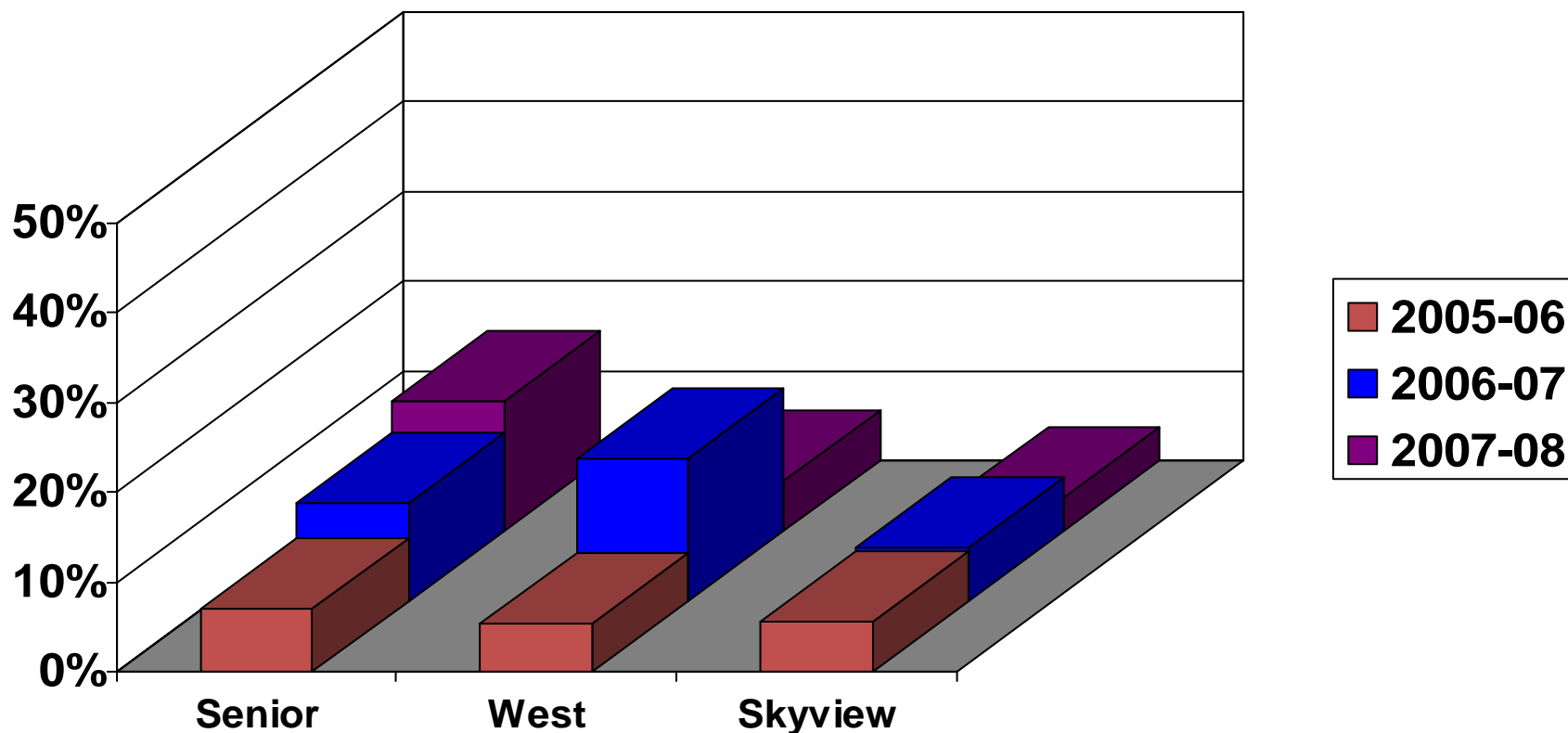
Missoula Dropout Rate Over Three Year Period

American Indian Students



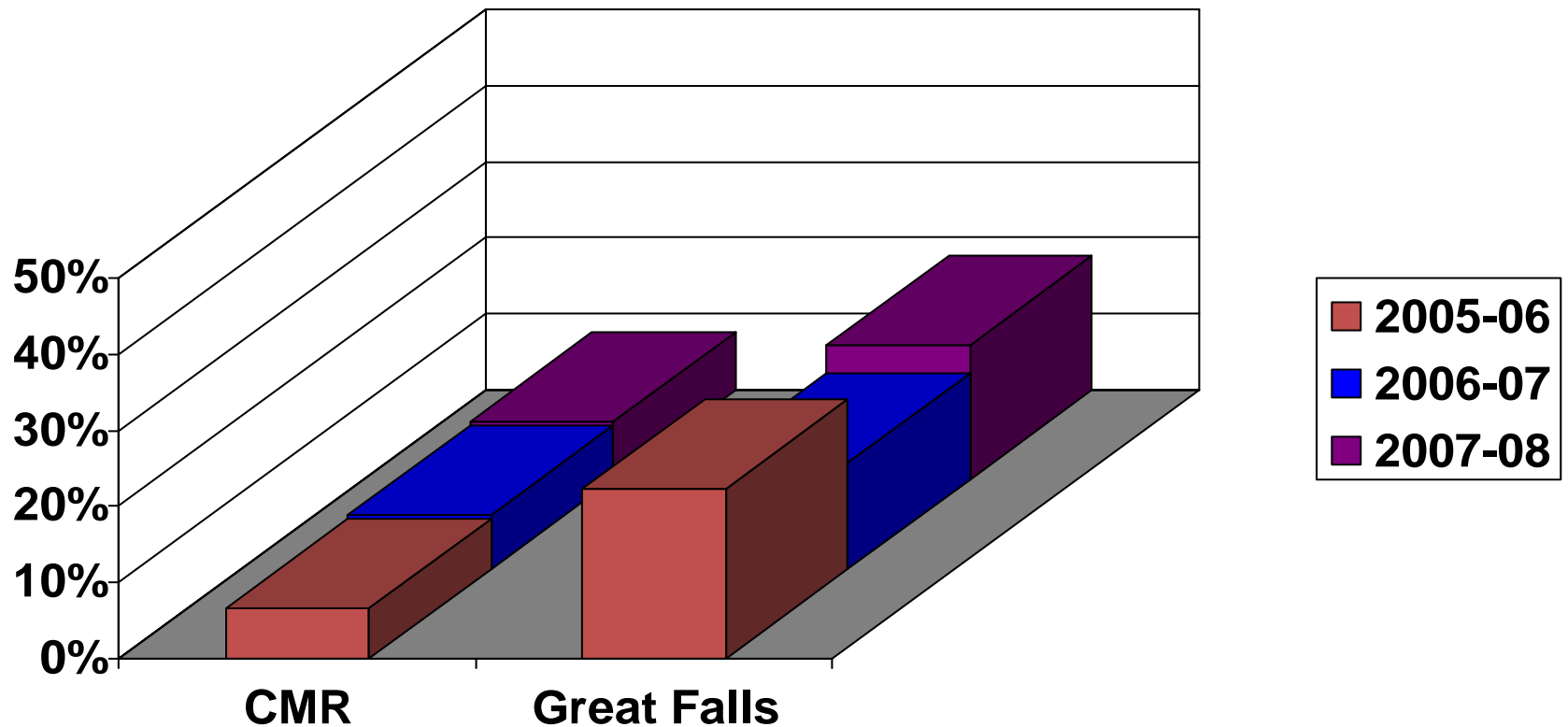
Billings Dropout Rate Over Three Year Period

American Indian Students



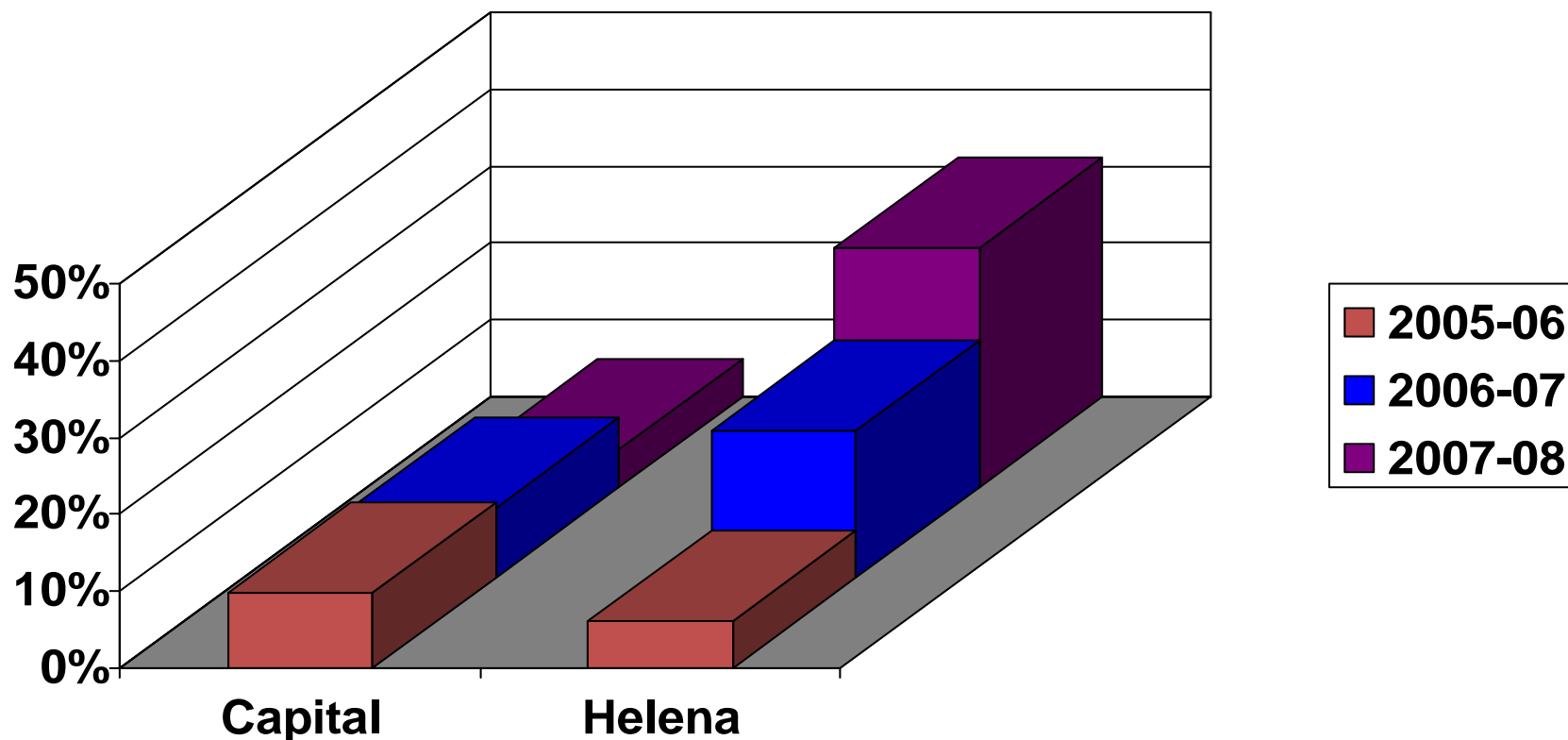
Great Falls Dropout Rate Over Three Year Period

American Indian Students



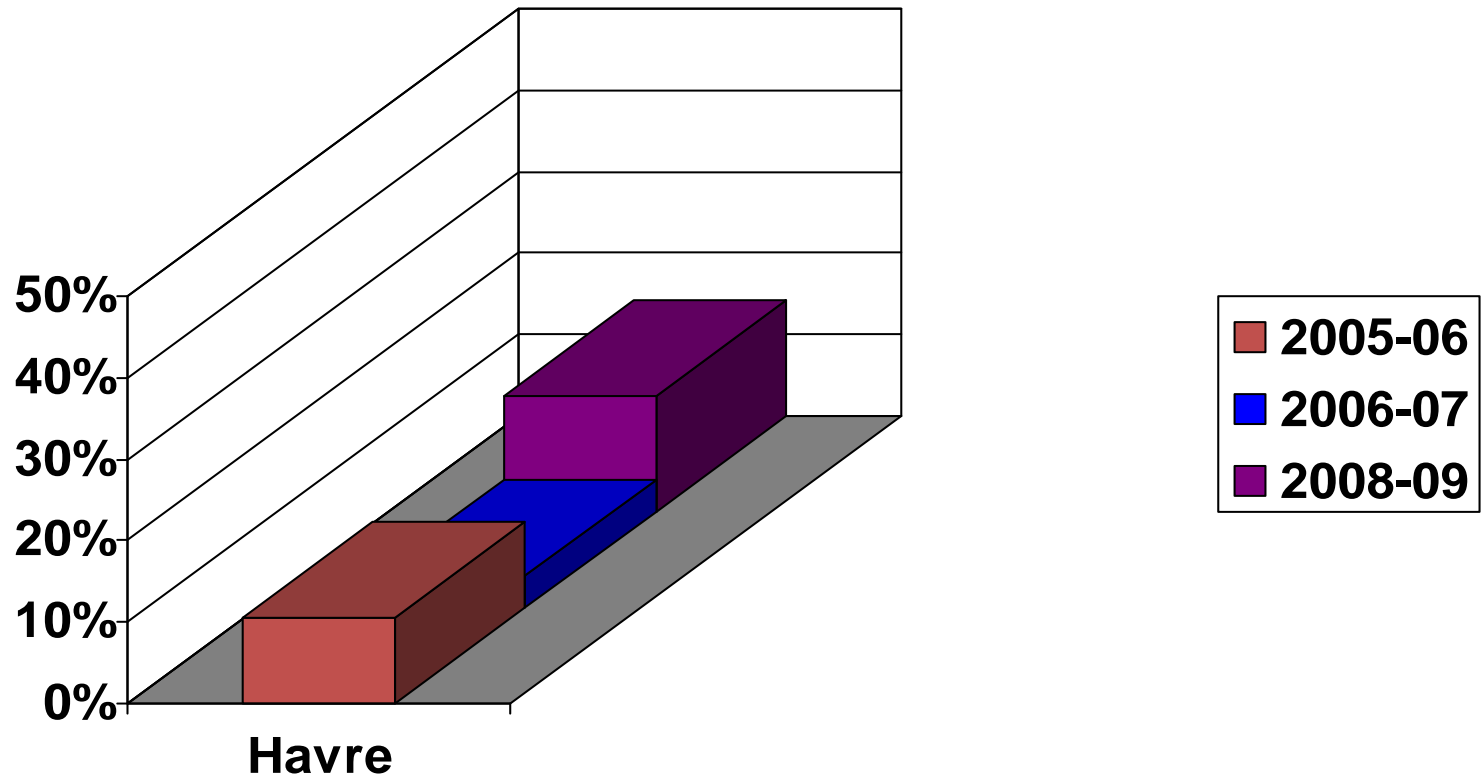
Helena Dropout Rate Over Three Year Period

American Indian Students



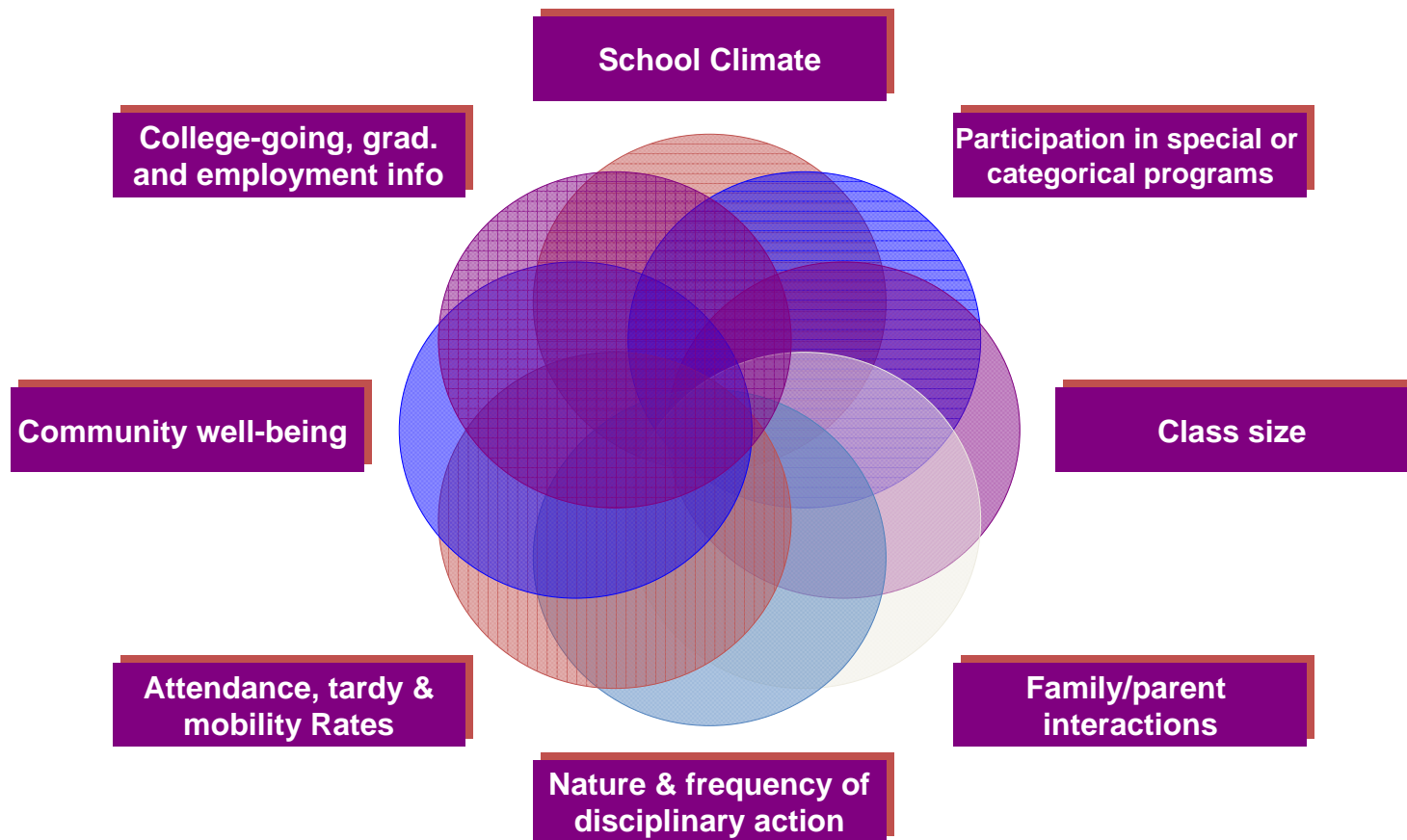
Havre Dropout Rate Over Three Year Period

American Indian Students



But equally as important ...

The data OPI doesn't have access to, but that is crucial to understanding and working to close achievement gaps:



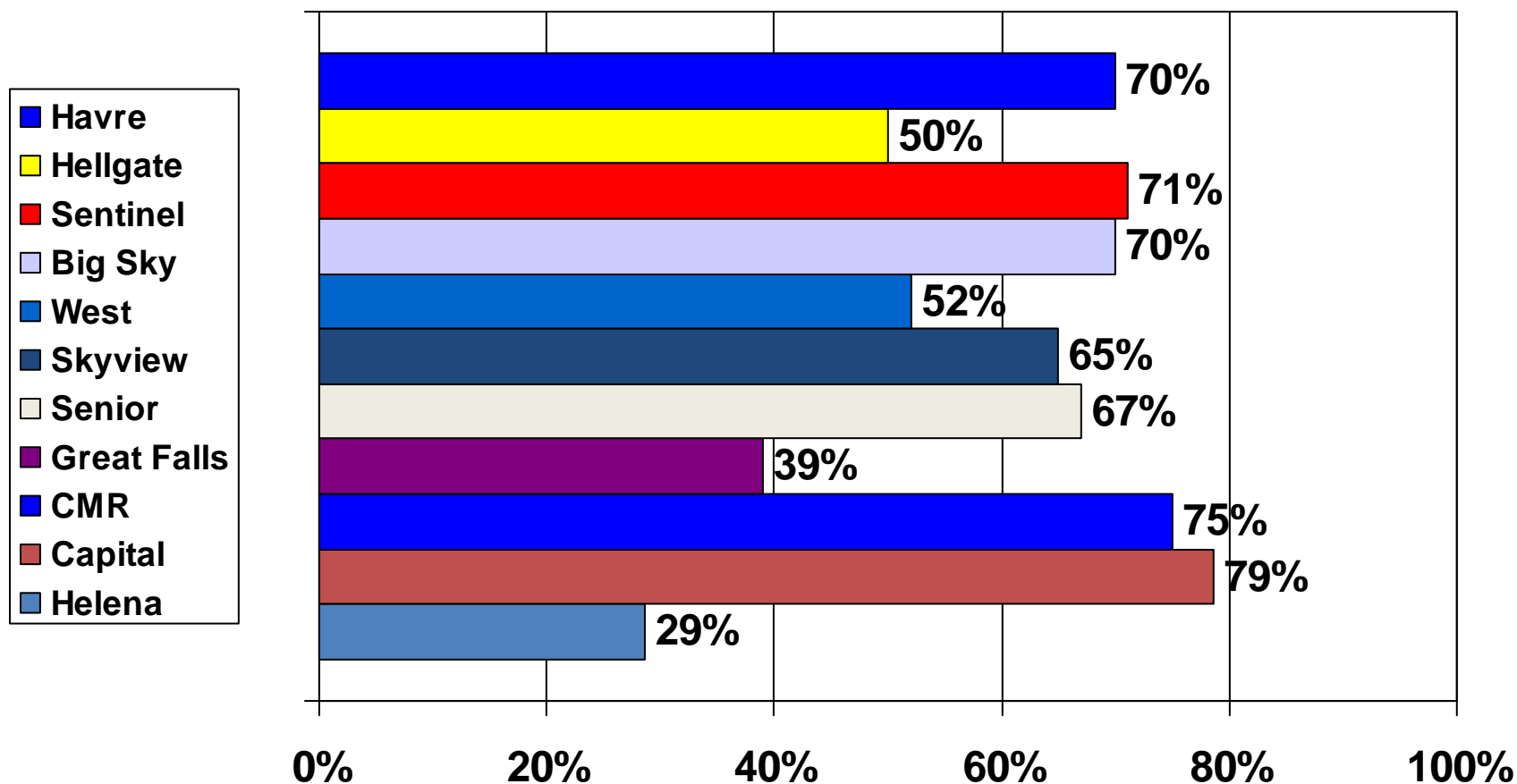
Completion Rates



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

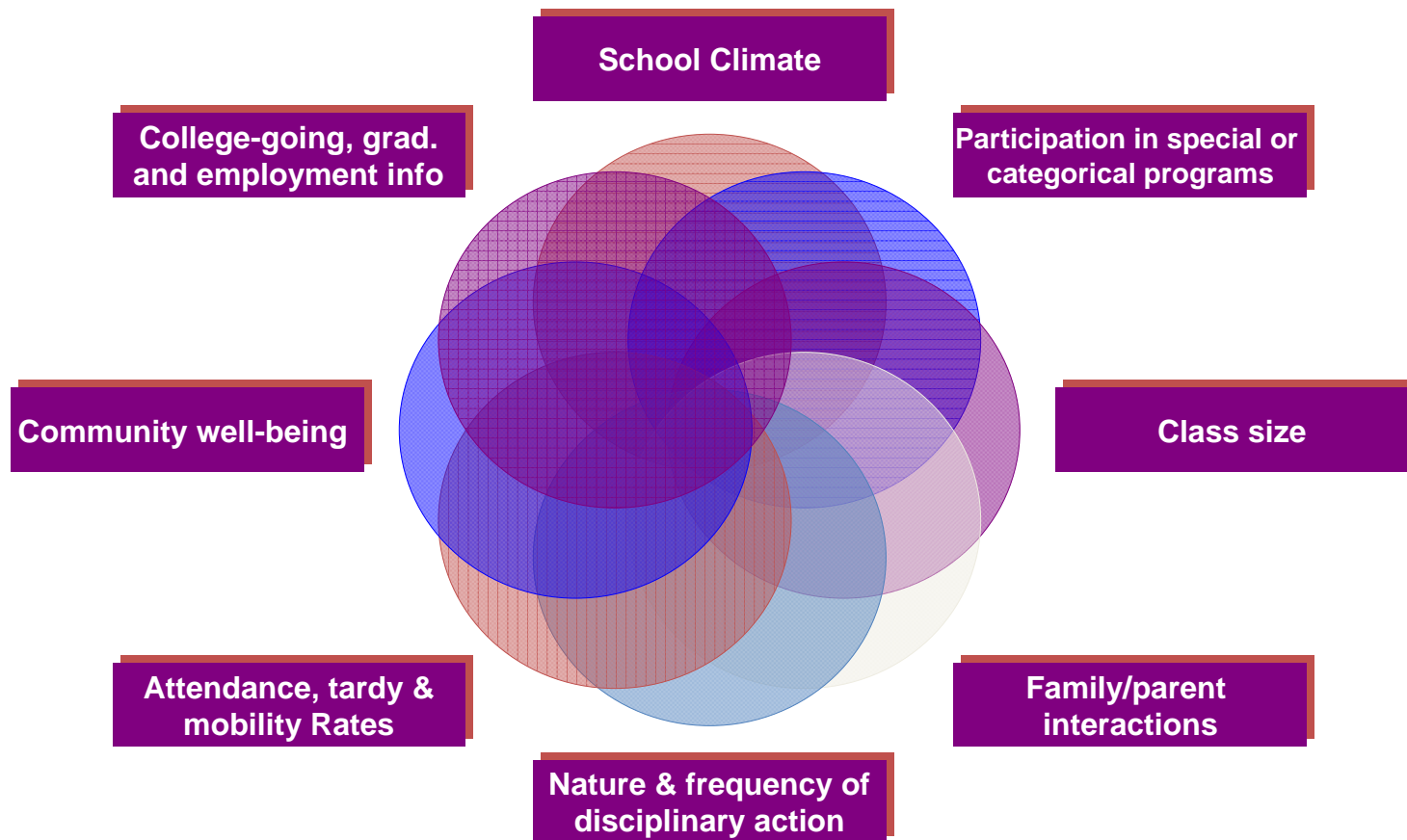
opi.mt.gov

2008 Completion Rates Among Urban Schools



But equally as important ...

The data OPI doesn't have access to, but that is crucial to understanding and working to close achievement gaps:



Discipline / Suspension & Expulsion Rates



Missoula 2008-09 Discipline Rate Comparison

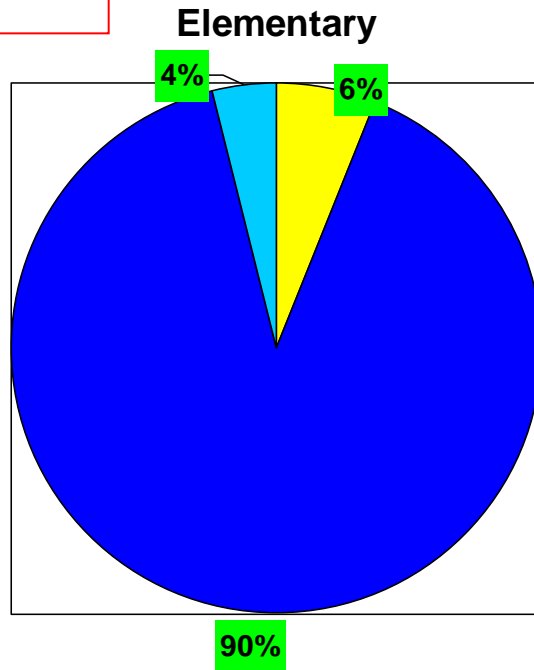
by Racial/Ethnic Origin, Unduplicated Student Count

Overall Am. Ind.

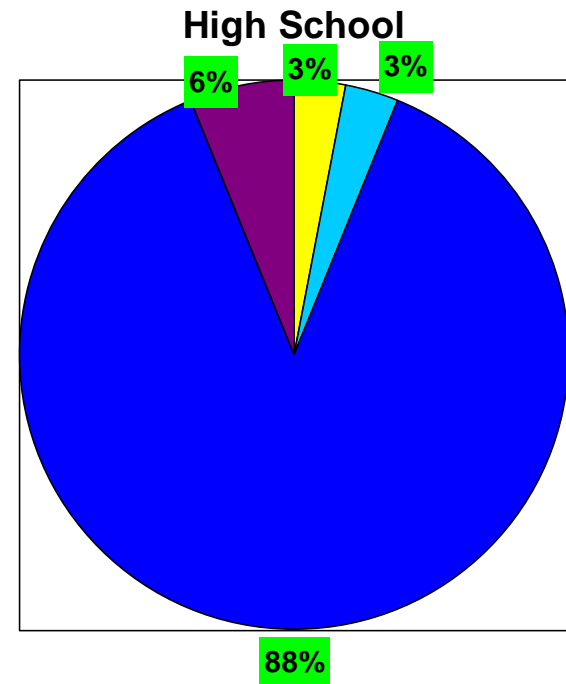
Enrollment Percentages:

Elem – 6%

HS – 3%



■ American Indian ■ White ■ Other



■ American Indian ■ Hispanic ■ White ■ Other

Total Perpetrators: Elementary = 191

High School = 467



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

Billings 2008-09 Discipline Rate Comparison

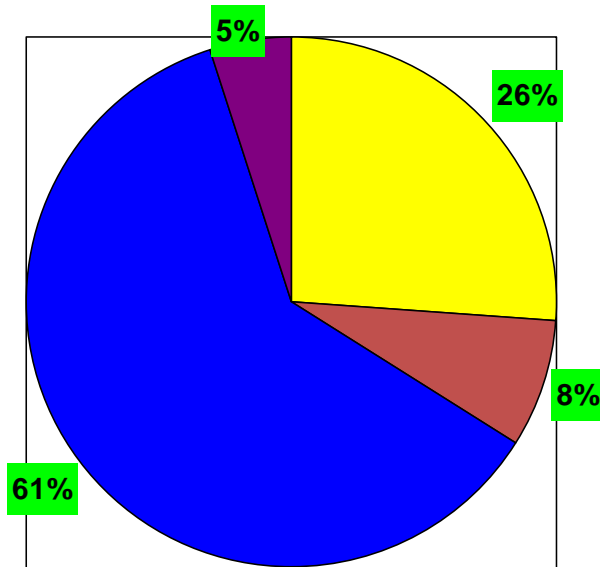
by Racial/Ethnic Origin, Unduplicated Student Count

**Overall Am. Ind.
Enrollment Percentages:**

Elem – 9%

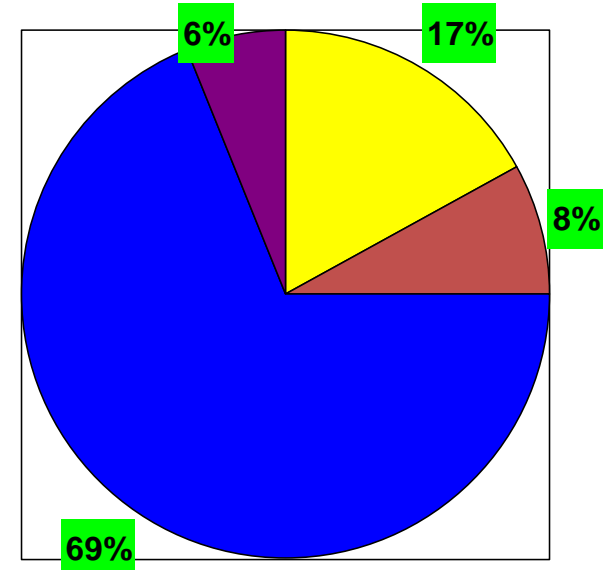
HS – 7%

Elementary



■ American Indian ■ Hispanic ■ White ■ Other

High School



■ American Indian ■ Hispanic ■ White ■ Other

Total Perpetrators: Elementary = 559

High School = 912

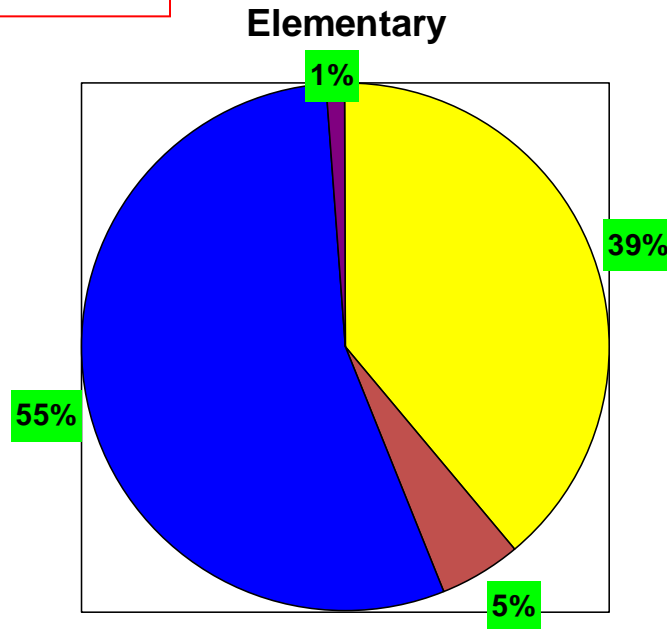
Great Falls 2008-09 Discipline Rate Comparison

by Racial/Ethnic Origin, Unduplicated Student Count

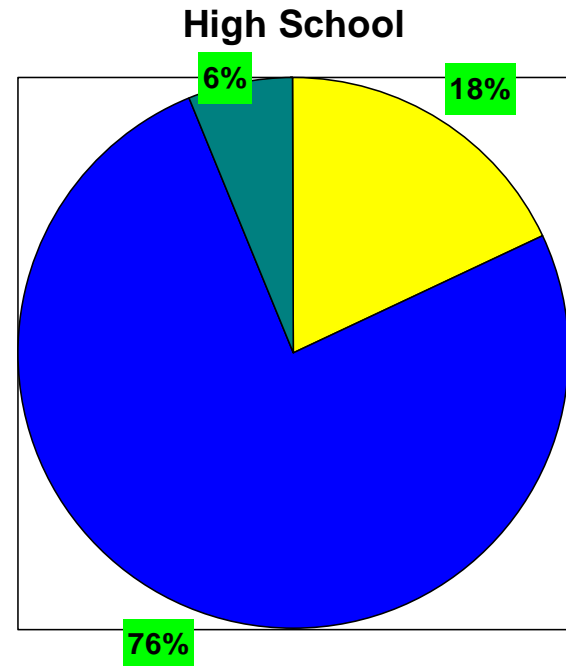
**Overall Am. Ind.
Enrollment Percentages:**

Elem – 13%

HS – 12%



■ American Indian ■ Hispanic ■ White ■ Other



■ American Indian ■ White ■ Other

Total Perpetrators: Elementary = 641

High School = 170



Montana
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Helena 2008-09 Discipline Rate Comparison

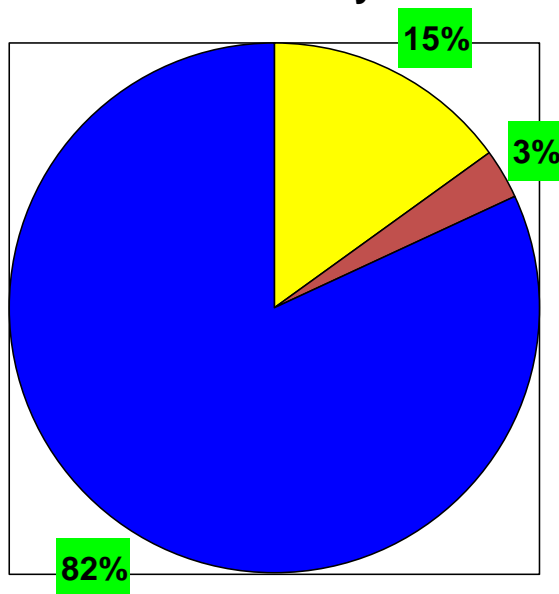
by Racial/Ethnic Origin, Unduplicated Student Count

**Overall Am. Ind.
Enrollment Percentages:**

Elem – 5%

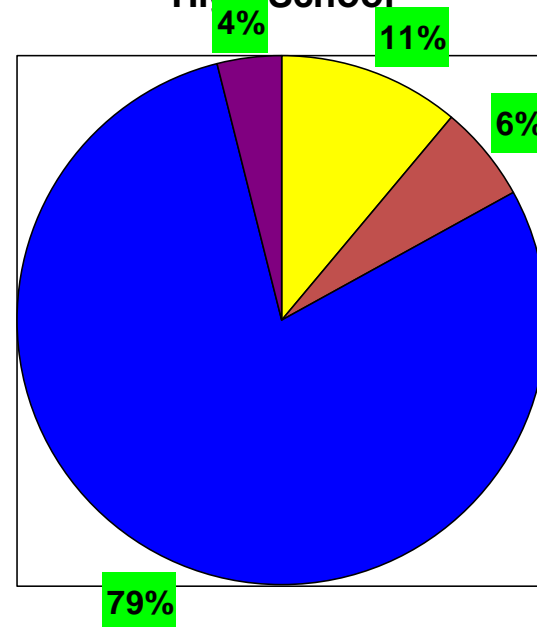
HS – 5%

Elementary



■ American Indian ■ Other ■ White

High School



■ American Indian ■ Hispanic ■ White ■ Other

Total Perpetrators: Elementary = 295

High School = 244



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

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Havre 2008-09 Discipline Rate Comparison

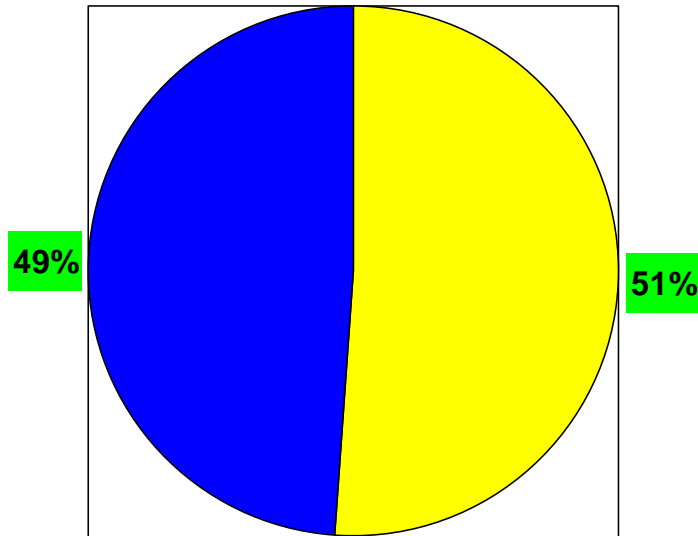
by Racial/Ethnic Origin, Unduplicated Student Count

**Overall Am. Ind.
Enrollment Percentages:**

Elem – 23%

HS – 15%

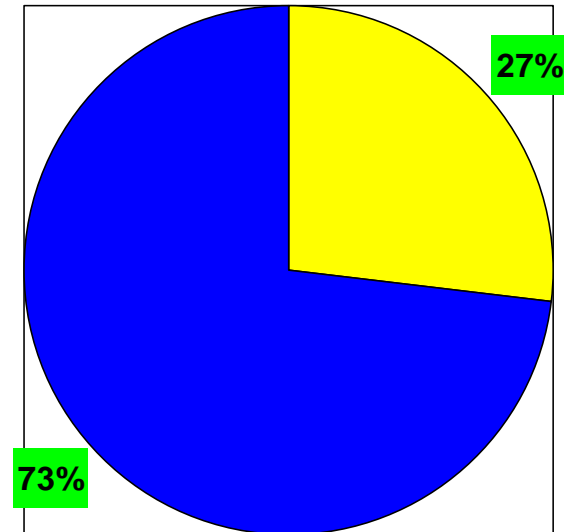
Elementary



■ American Indian

■ White

High School



■ American Indian

■ White

Total Perpetrators: Elementary = 69

High School = 68

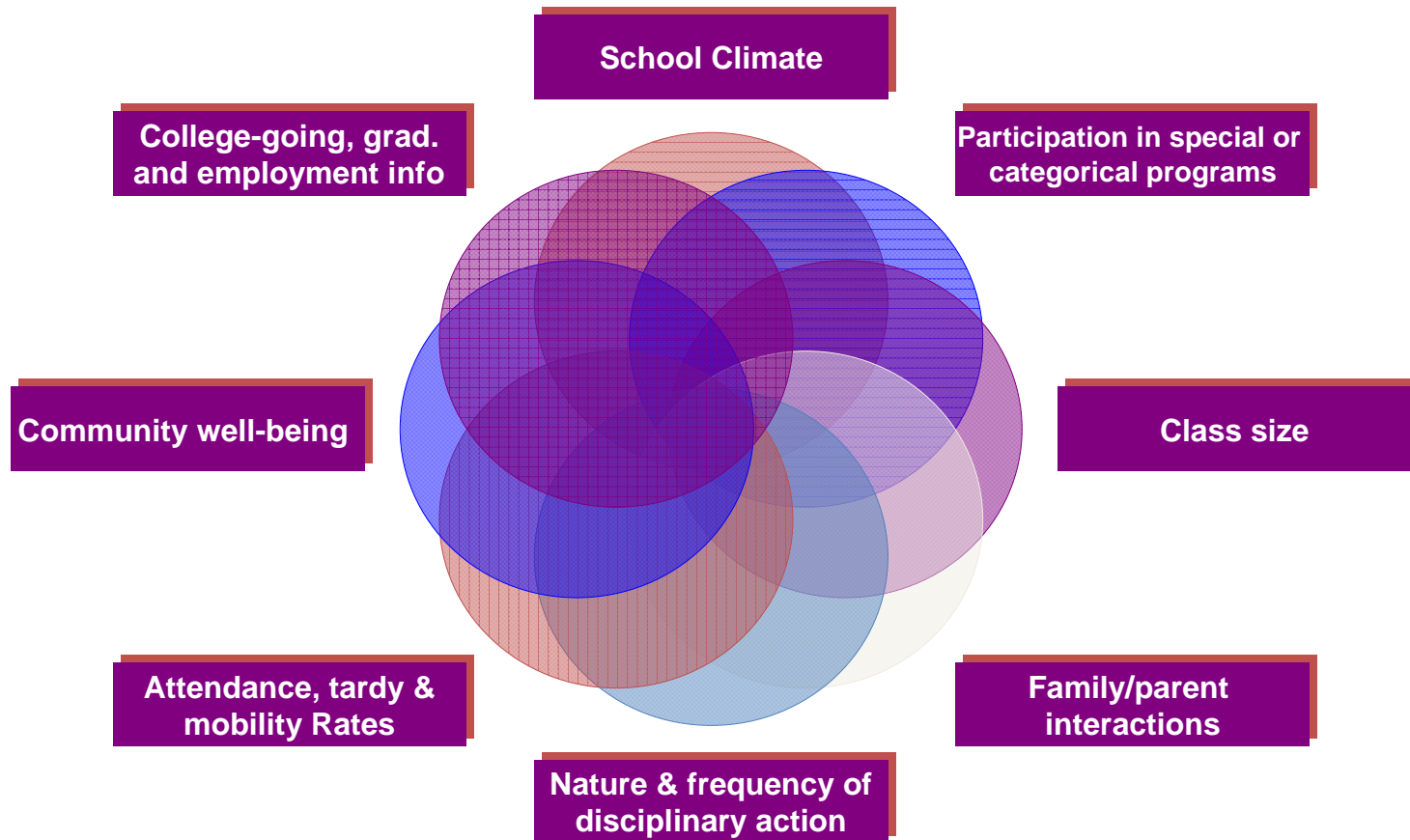


Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

But equally as important ...

The data OPI doesn't have access to, but that is crucial to understanding and working to close achievement gaps:



Special Education Rates



Montana
Office of Public Instruction
Denise Juneau, State Superintendent

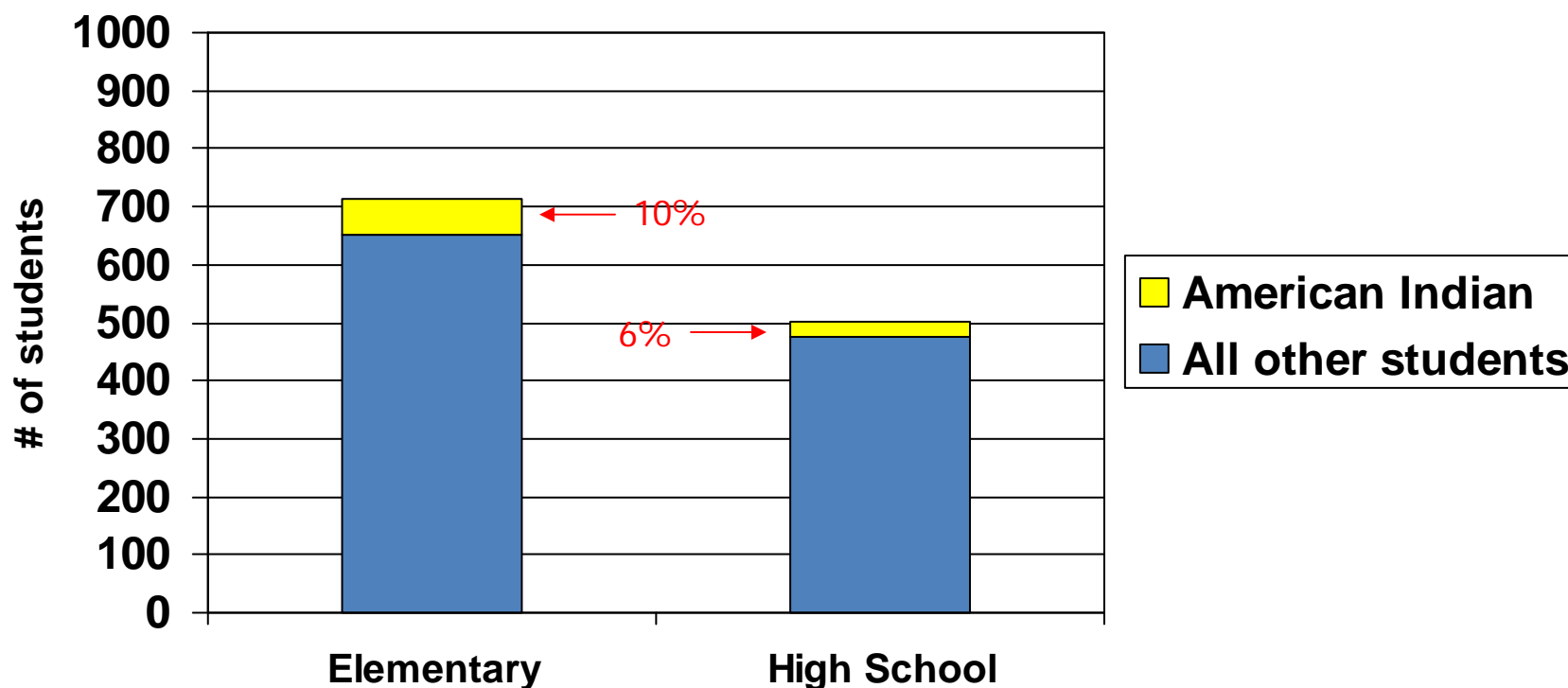
opi.mt.gov

2008-09 Percentage of Statewide Child Count by Race/Ethnicity

	<u>Special Education Enrollment</u>	<u>Total K12 Enrollment</u>
• White	79%	84%
• American Indian	16%	11%
• Other	5%	5%

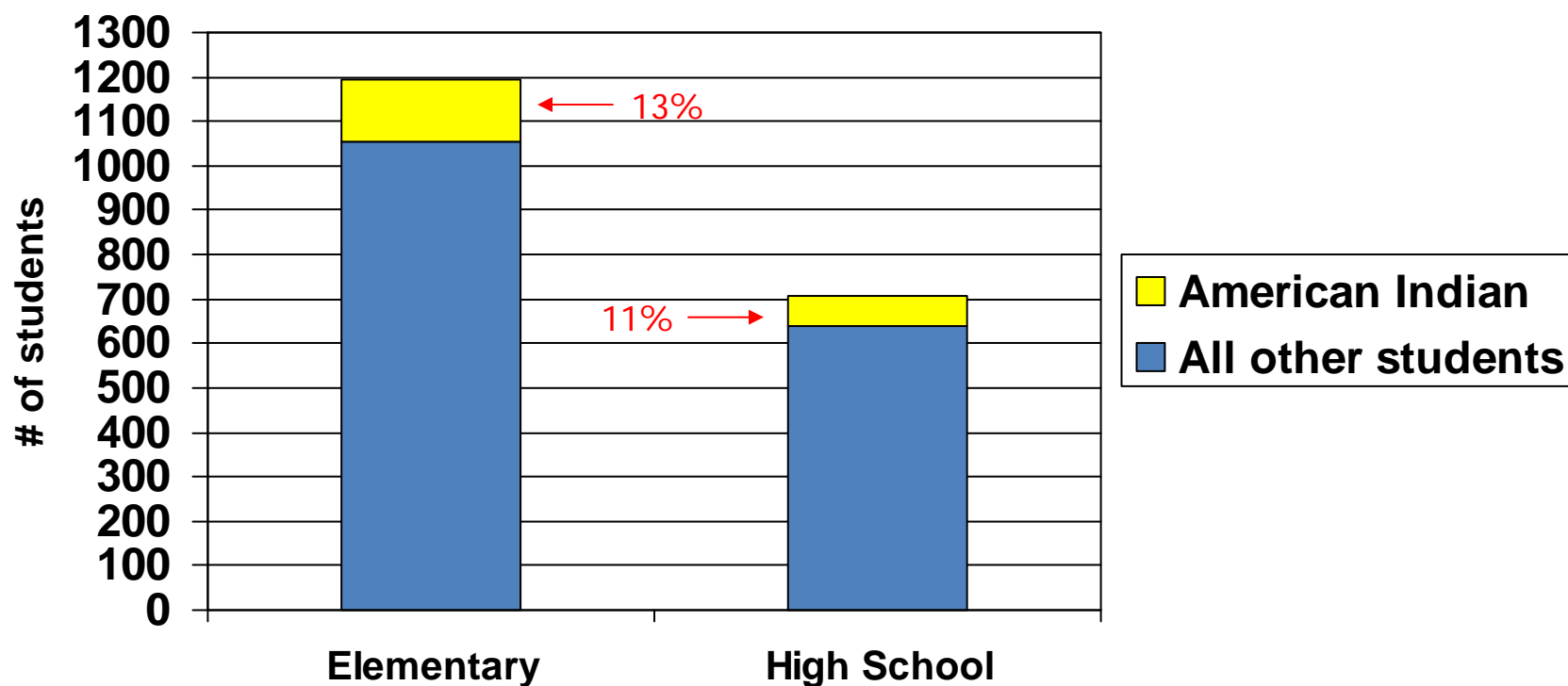
2008-09 Missoula Special Education Data

Identified Disability Enrollment



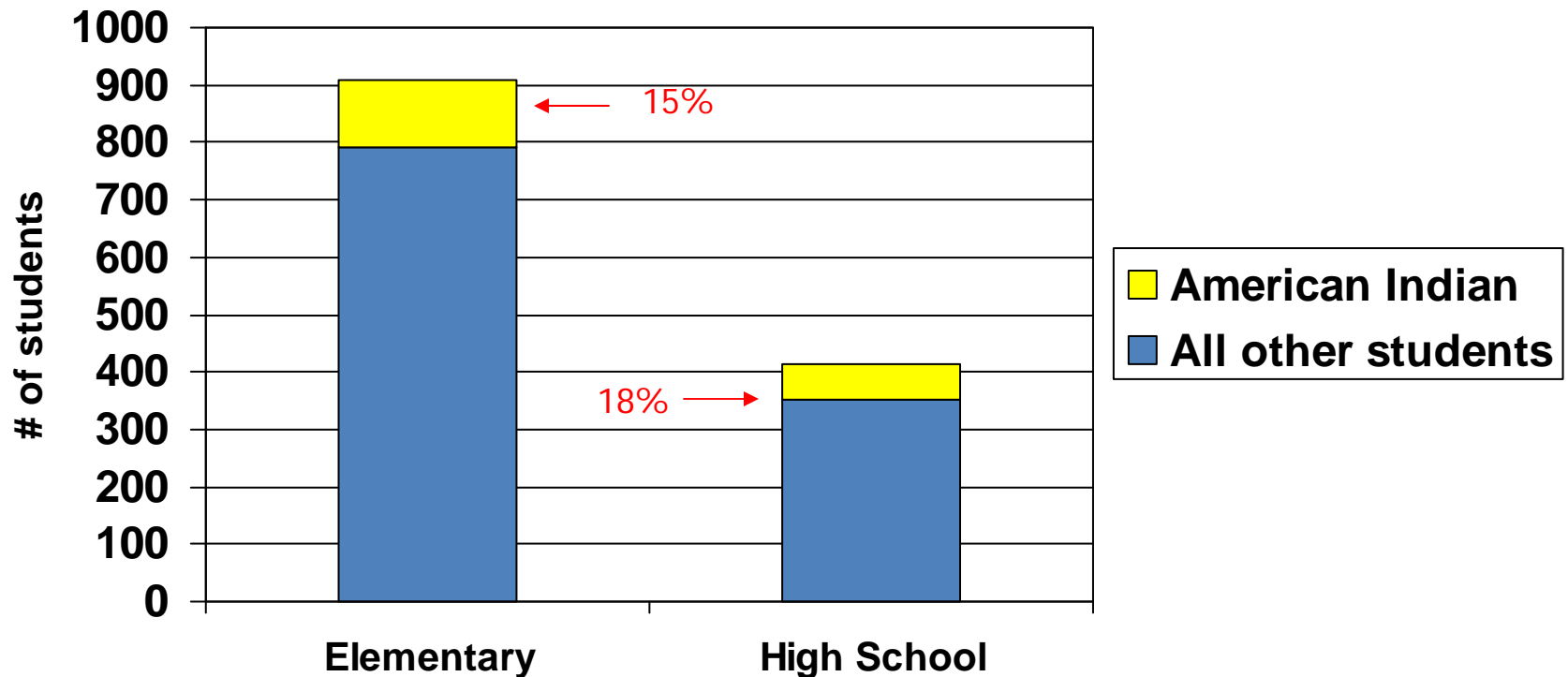
2008-09 Billings Special Education Data

Identified Disability Enrollment



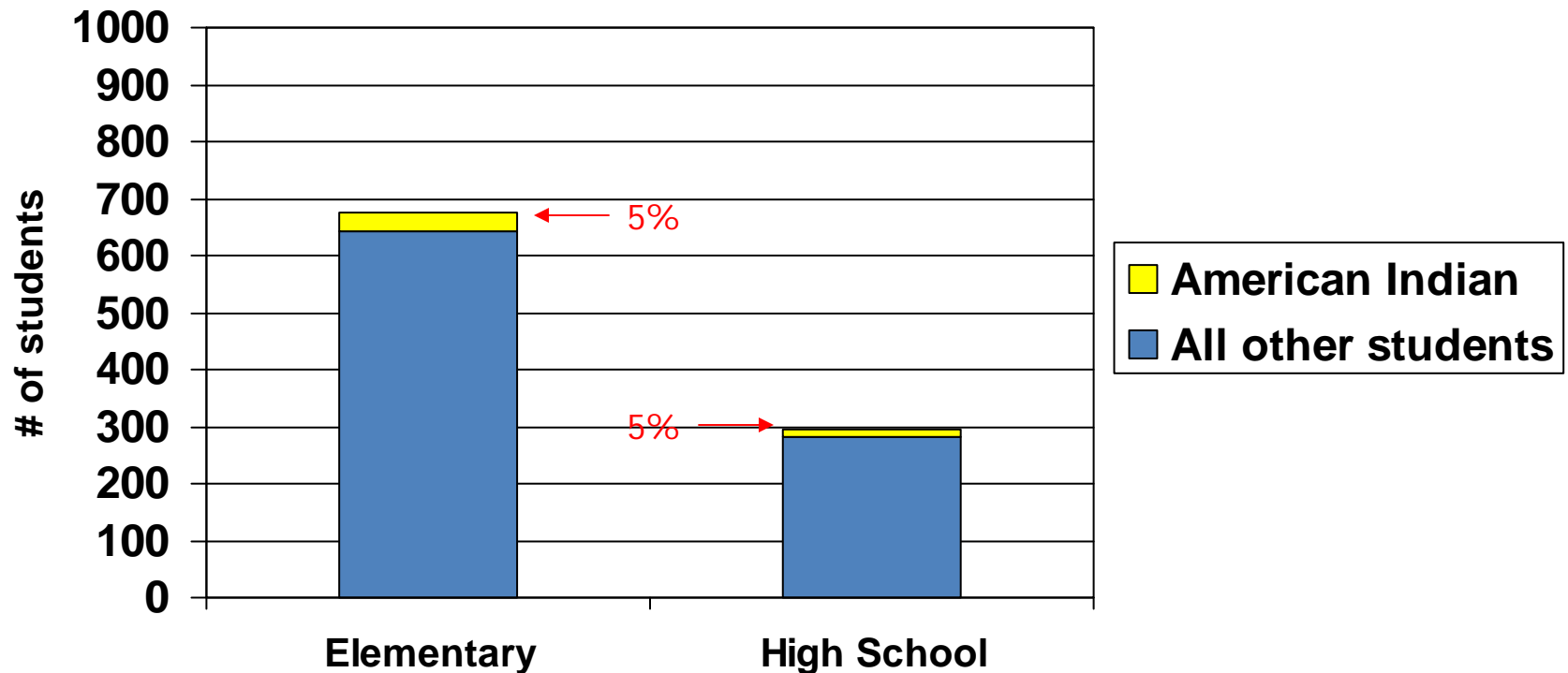
2008-09 Great Falls Special Education Data

Identified Disability Enrollment



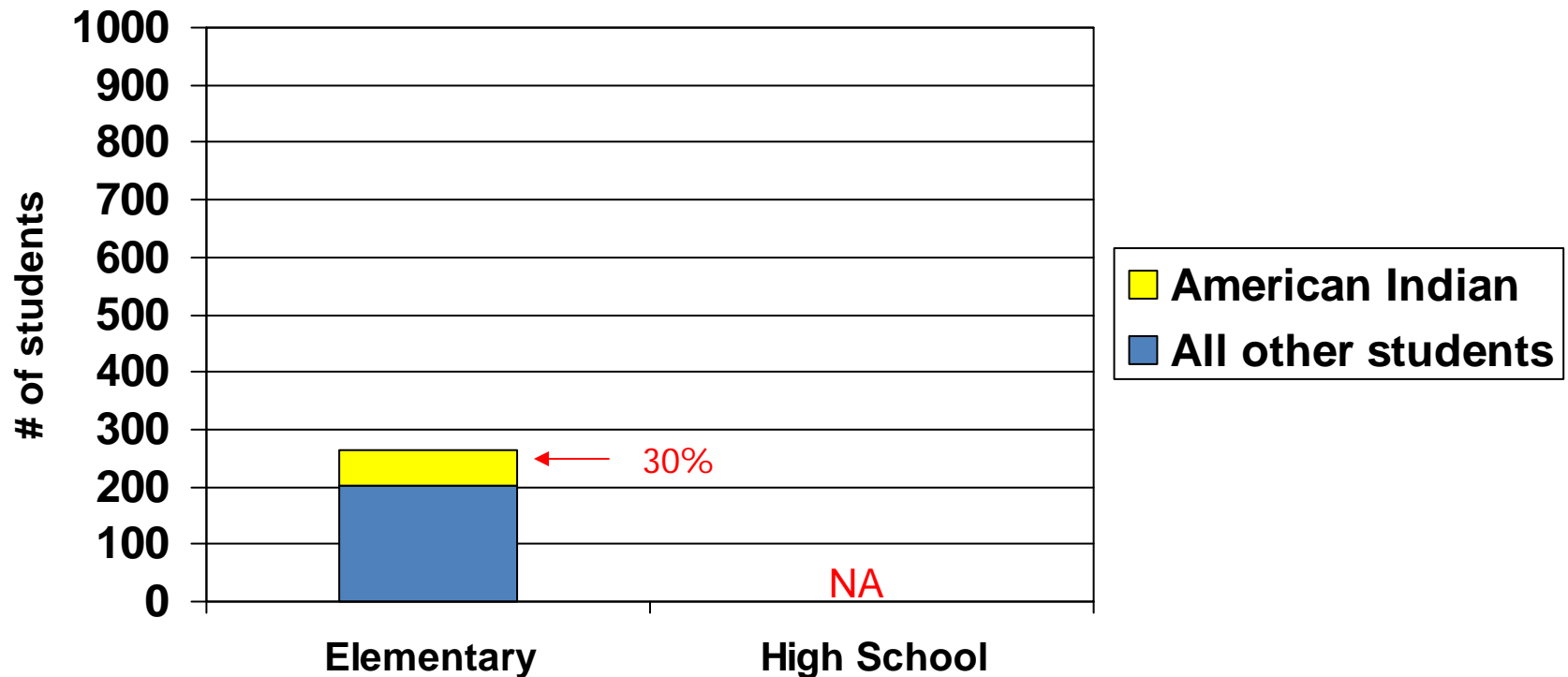
2008-09 Helena Special Education Data

Identified Disability Count



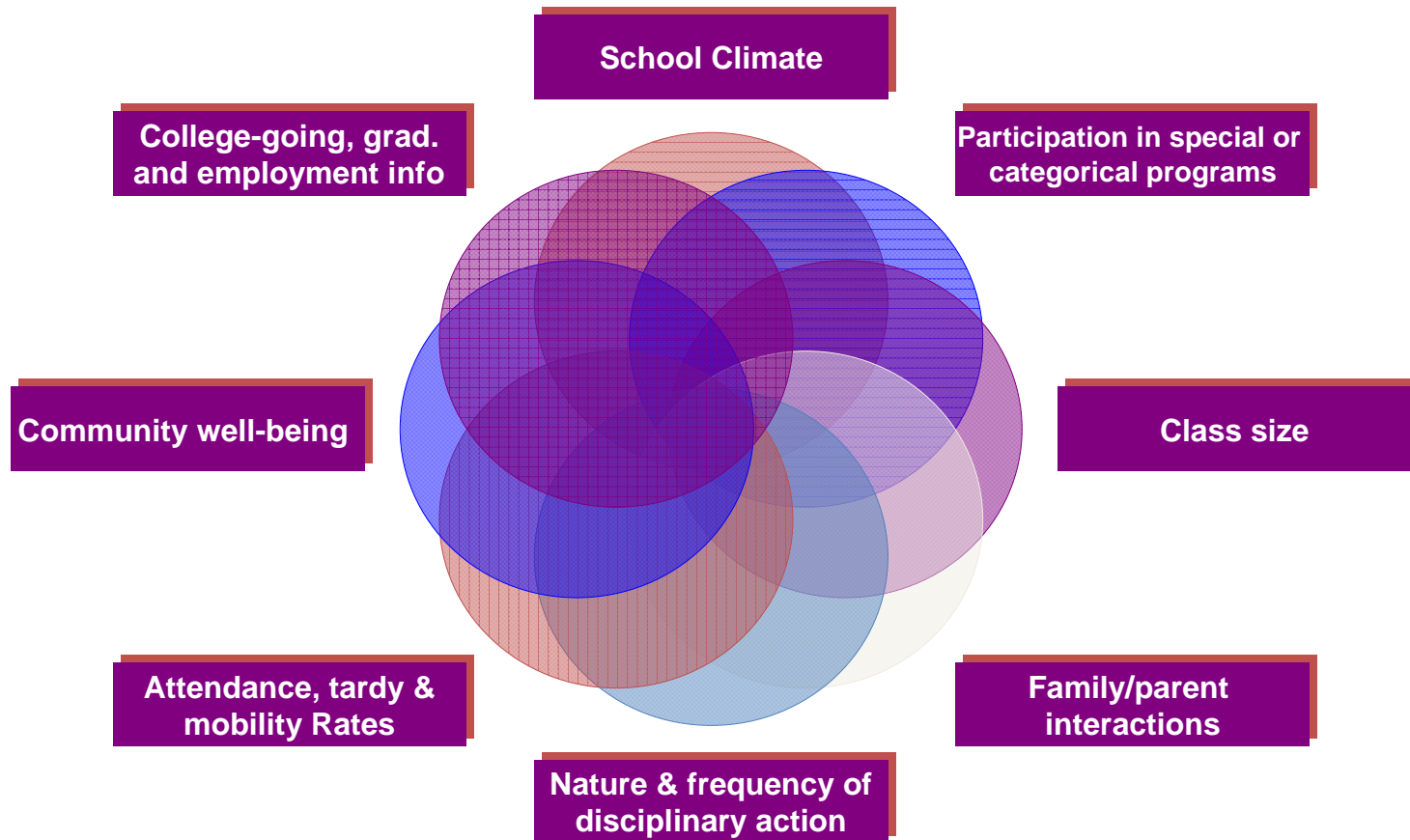
2008-09 Havre Special Education Data

Identified Disability Count



But equally as important ...

The data OPI doesn't have access to, but that is crucial to understanding and working to close achievement gaps:

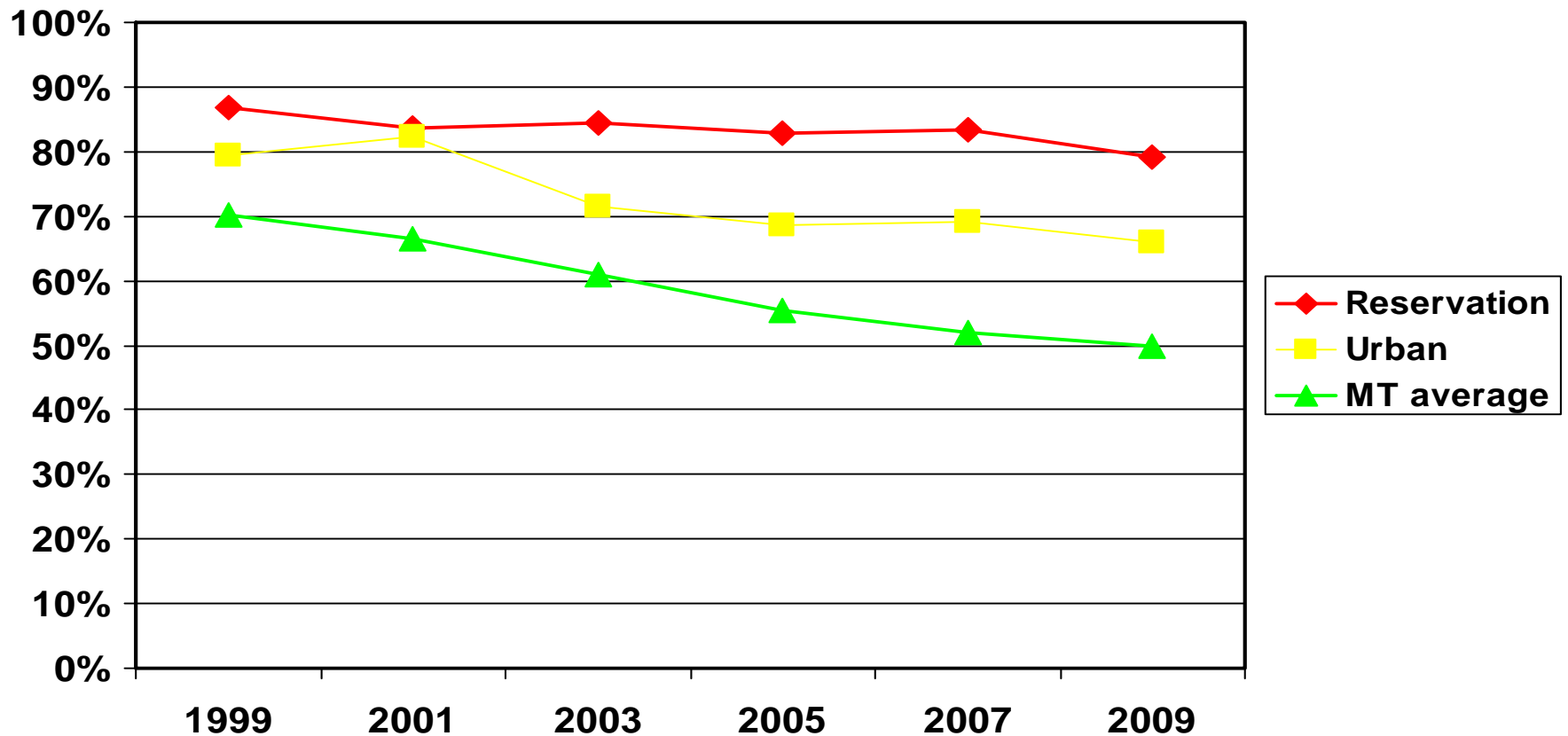


Youth Risk Behavior Survey Data



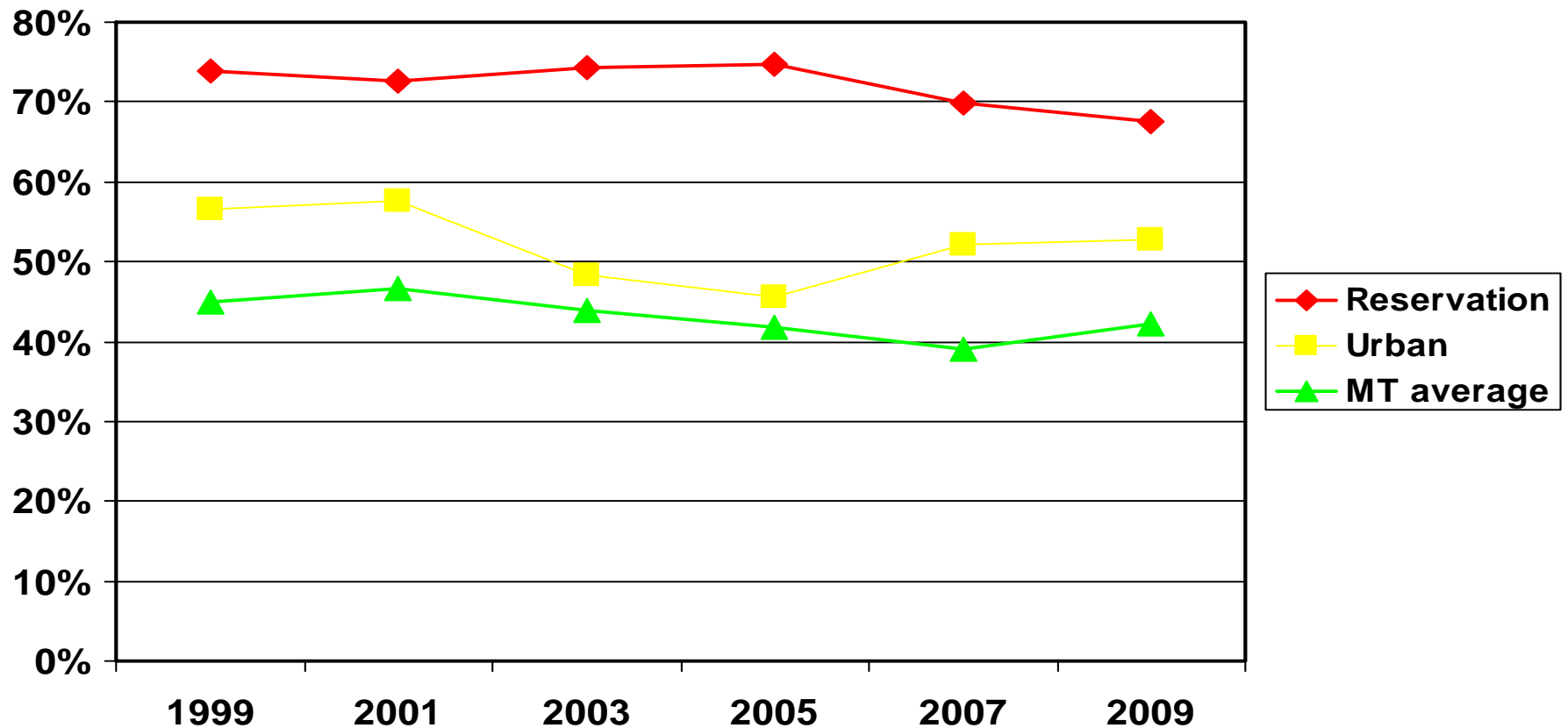
YRBS data ...

Ever tried cigarette smoking:



More YRBS data ...

Used marijuana during their life:



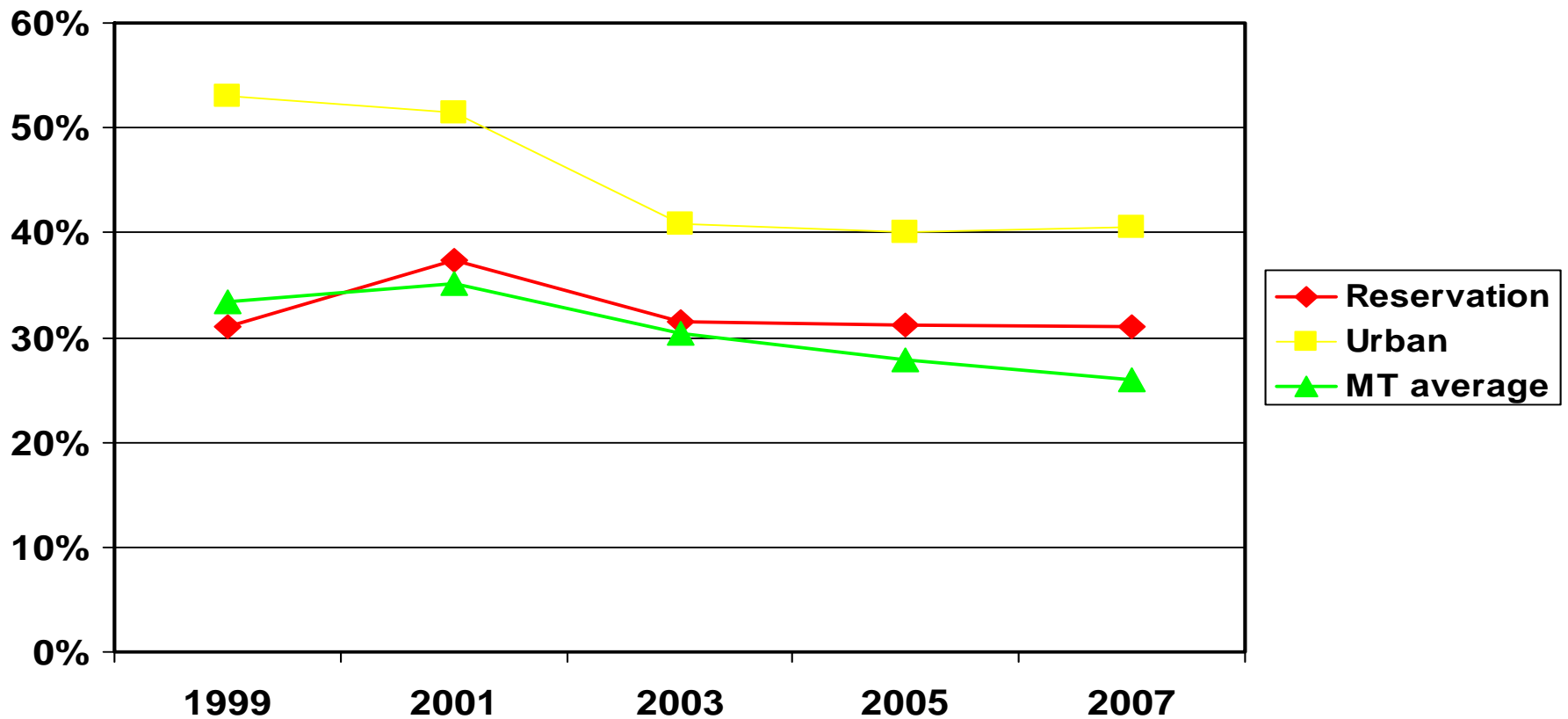
More YRBS Data

- Substance/drug abuse in 2009

	<u>AI Reservation</u>	<u>AI Urban</u>
➤ Marijuana one or more times in life	68%	53%
➤ Glue sniffing, inhalants in lifetime	29%	22%
➤ Cocaine/crack in lifetime	11%	10%
➤ Methamphetamines	6%	5%
➤ Offered, given or sold drugs on school property in past year	25%	28%

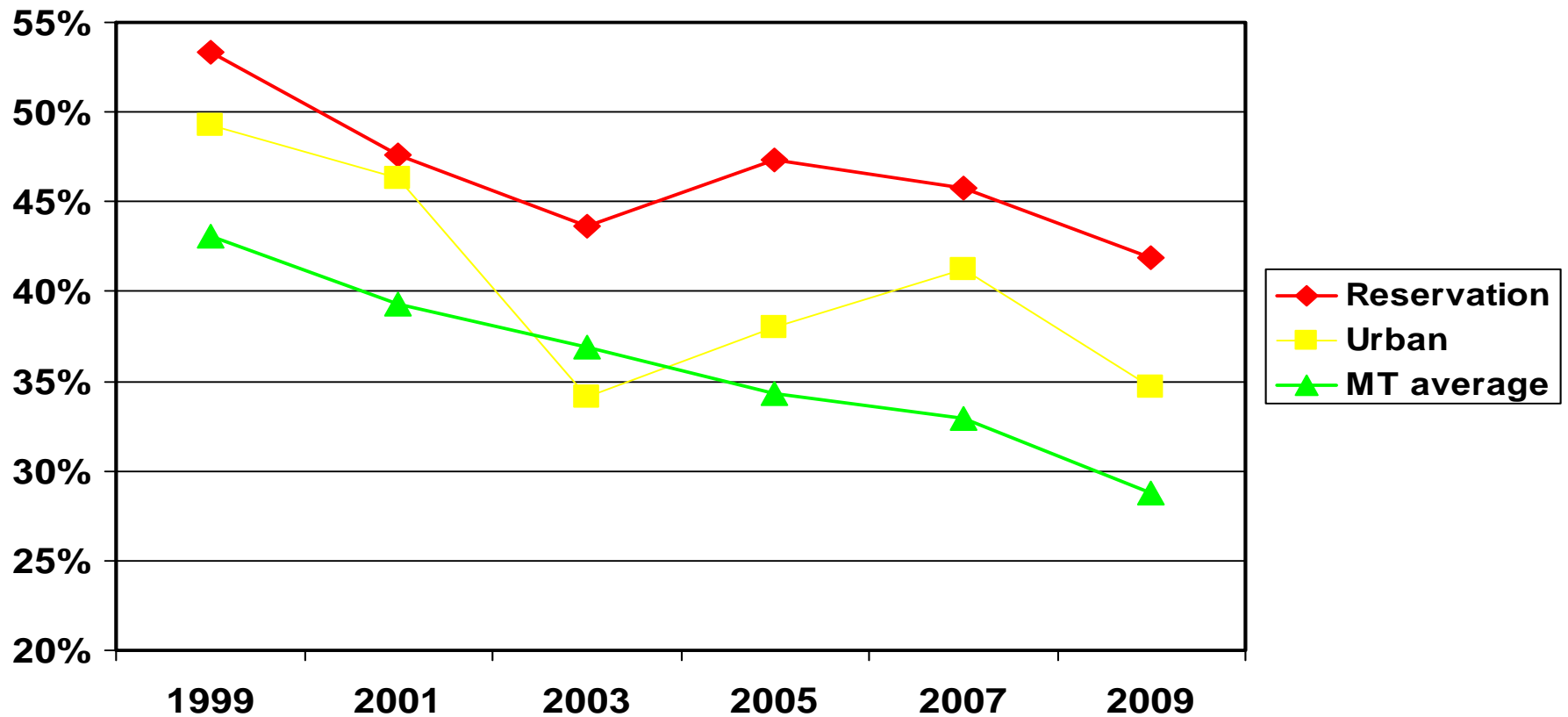
More YRBS data ...

Had first drink of alcohol before age 13:



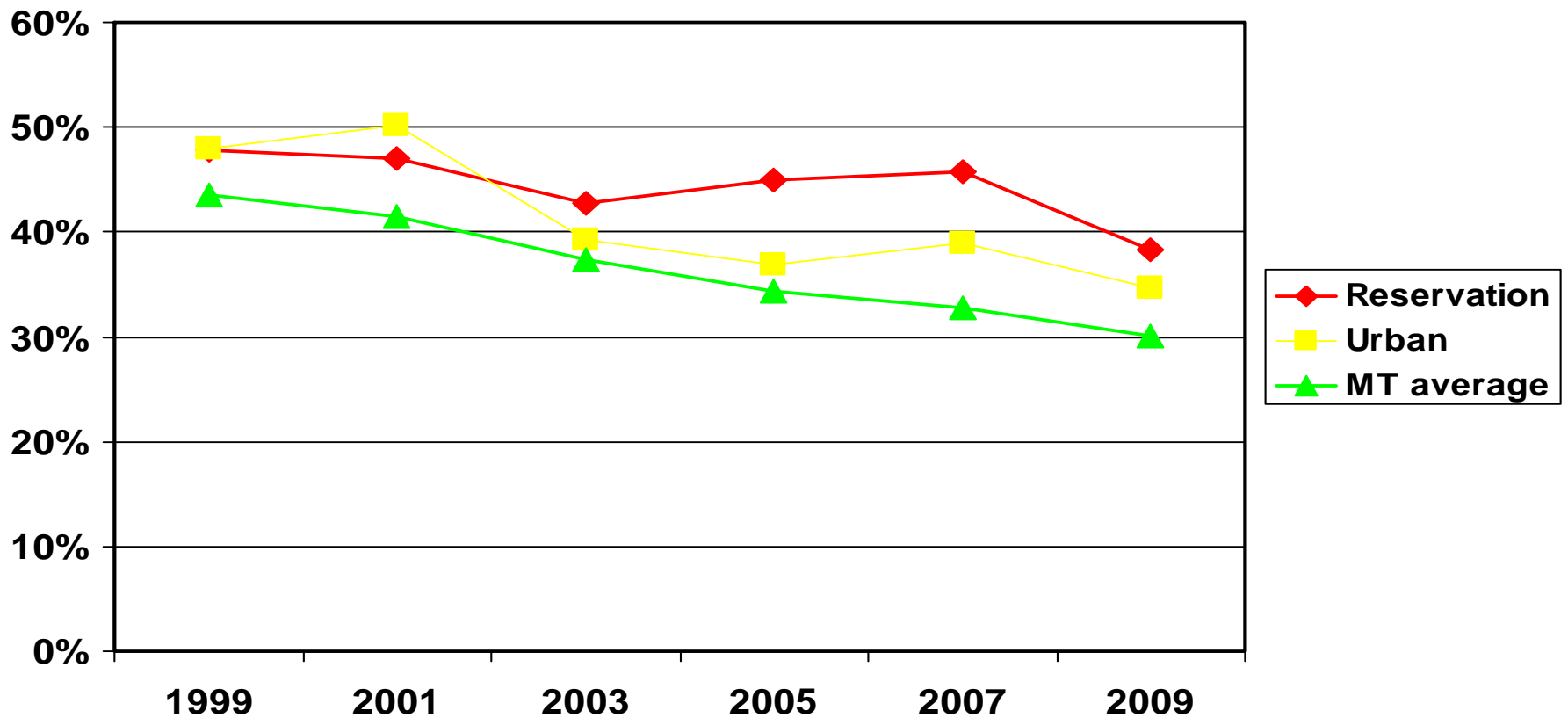
More YRBS data ...

Rode in a car driven by someone who had been drinking alcohol during the past 30 days:



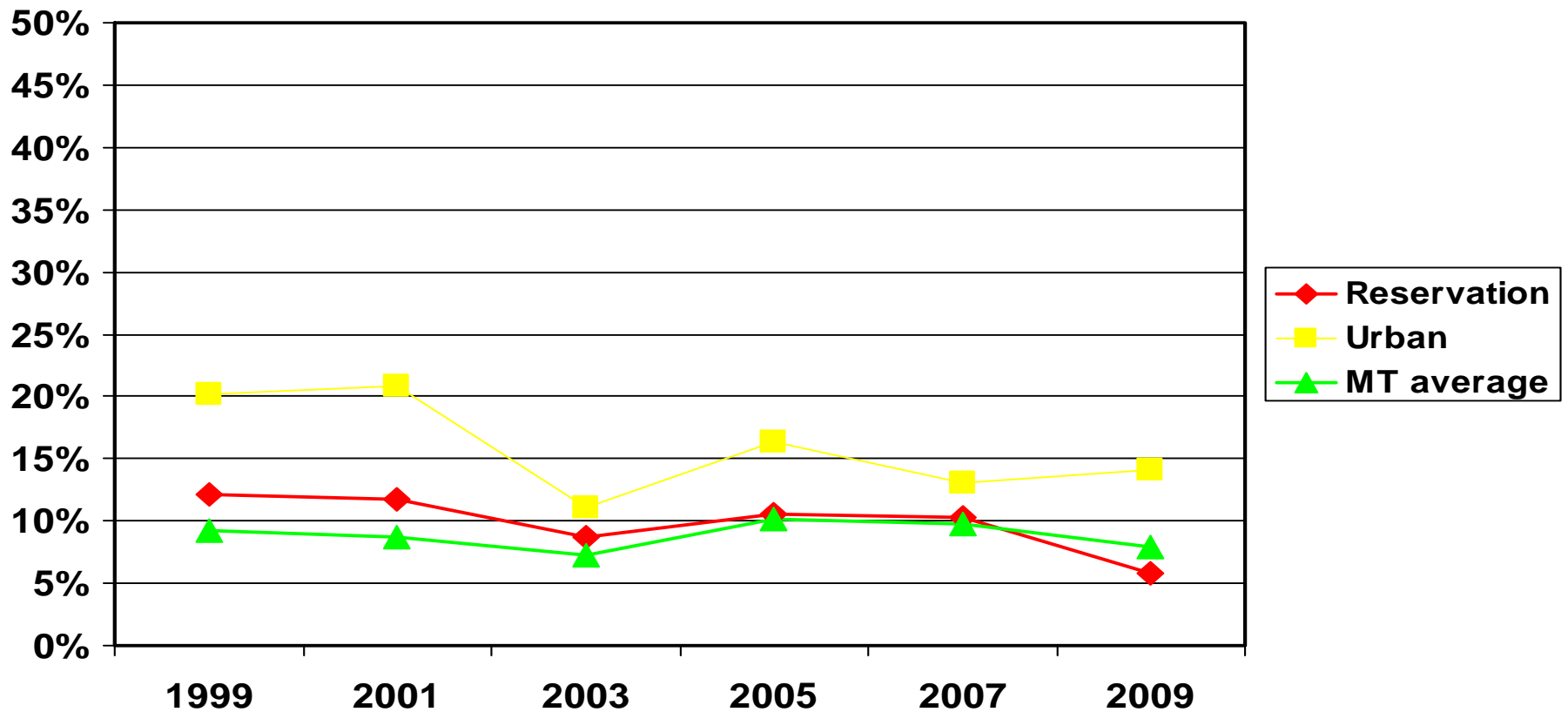
More YRBS data ...

Had five or more drinks of alcohol in a row during the past 30 day ("binge drinking"):



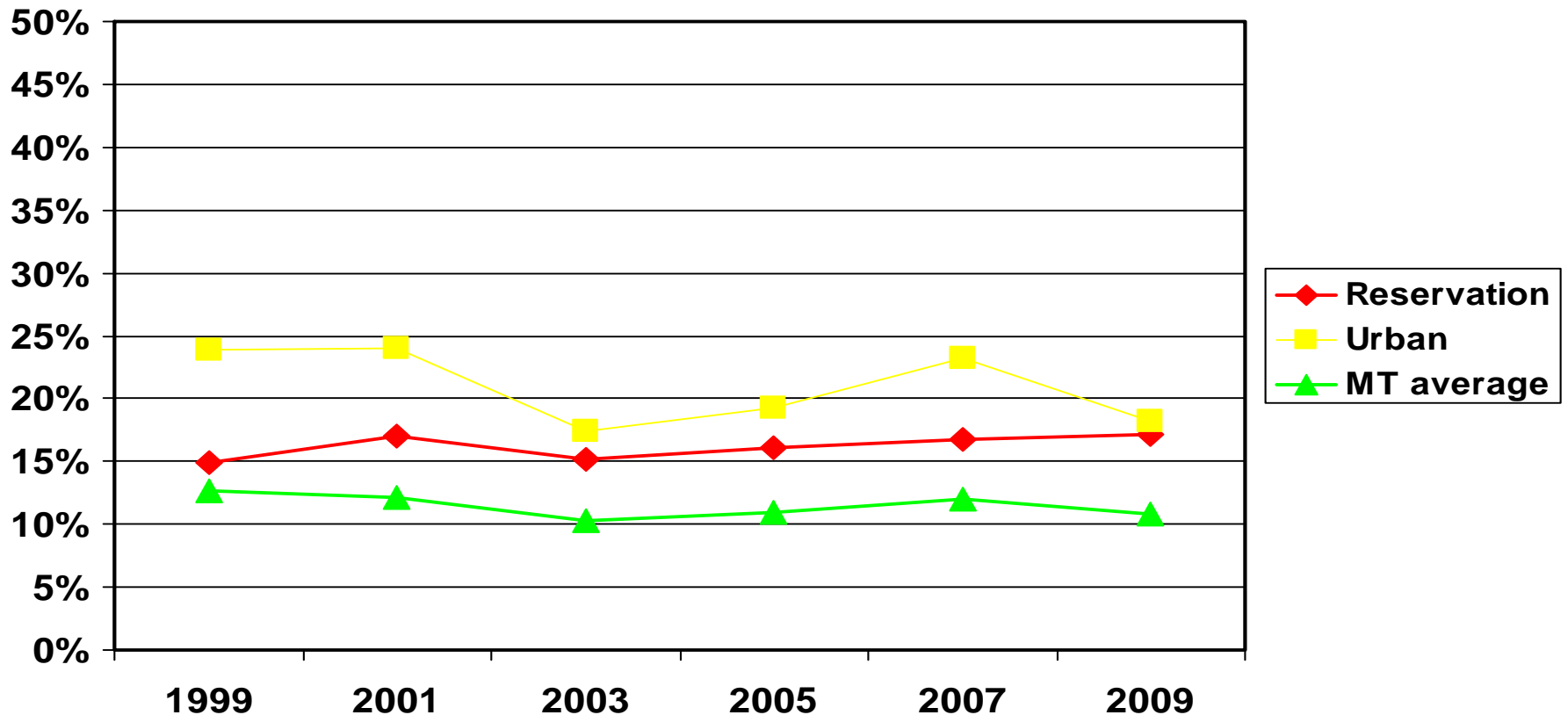
More YRBS data ...

Carried a weapon on school property during the past 30 days:



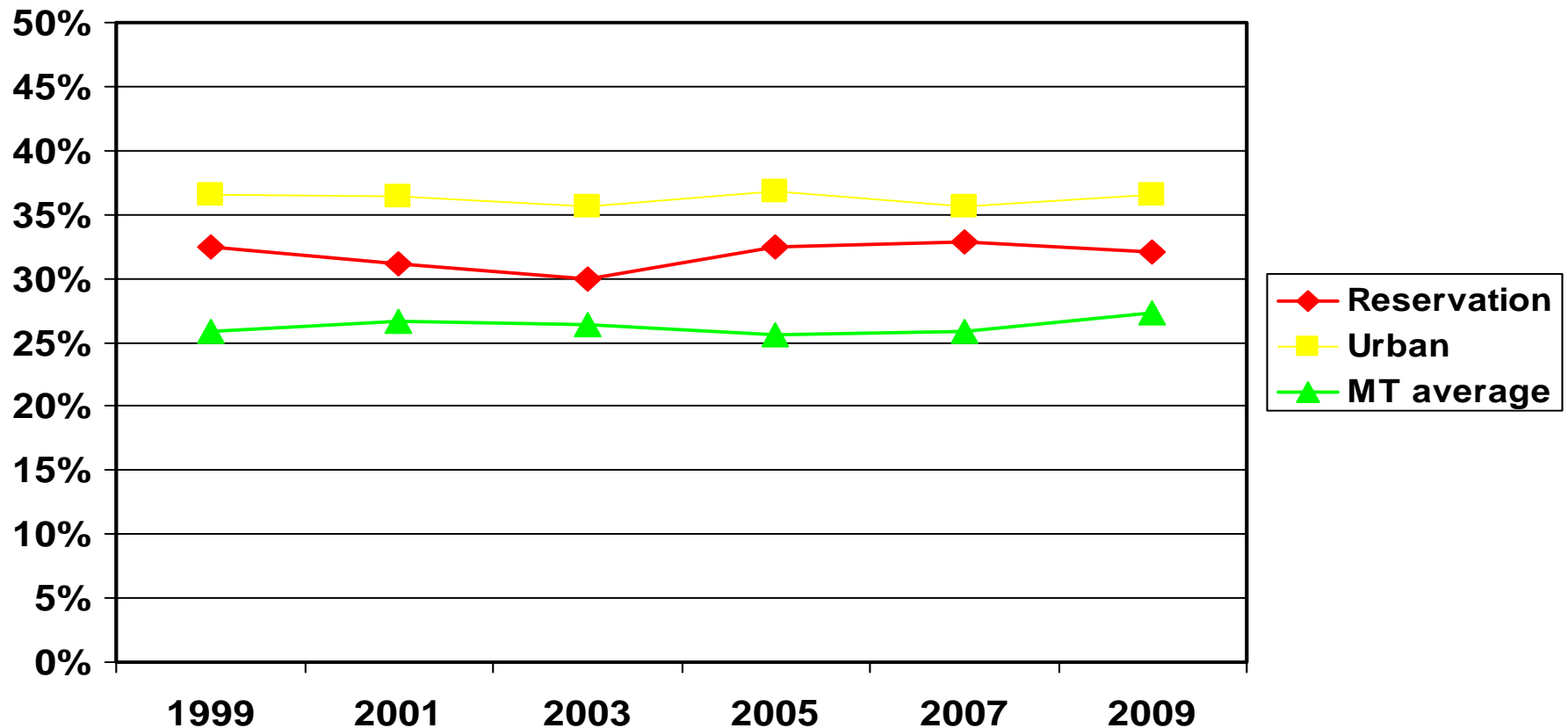
More YRBS data ...

**Were in a physical fight on school property
during the past 12 months:**



More YRBS Data ...

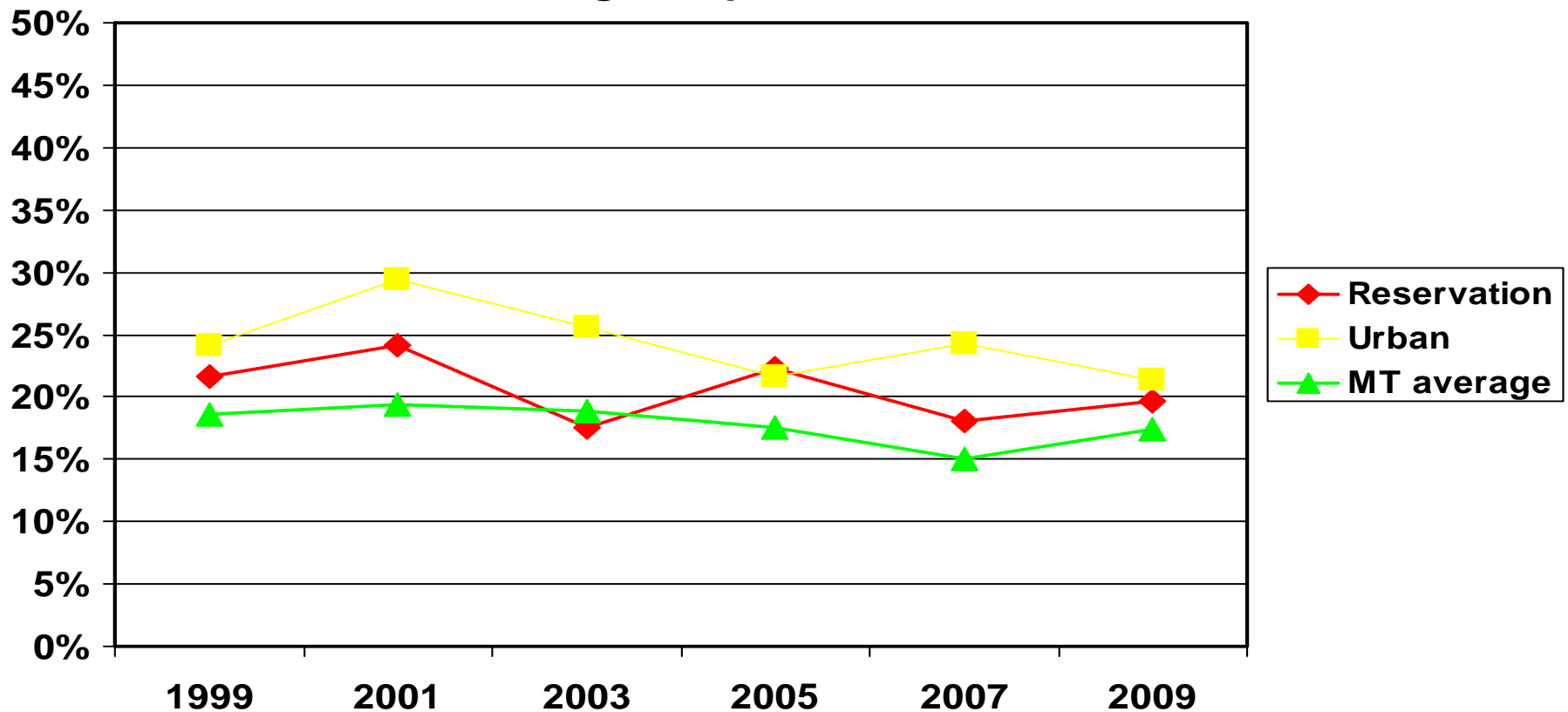
Felt so sad or hopeless for two weeks or more in a row that they stopped doing some usual activities during the past 12 months:



18% of AI on reservations & 17% of AI in urban areas attempted suicide in past 12 months

More YRBS data ...

Seriously considered attempting suicide during the past 12 months:



Advanced Placement & ACT Data



2009 Montana Advanced Placement Data

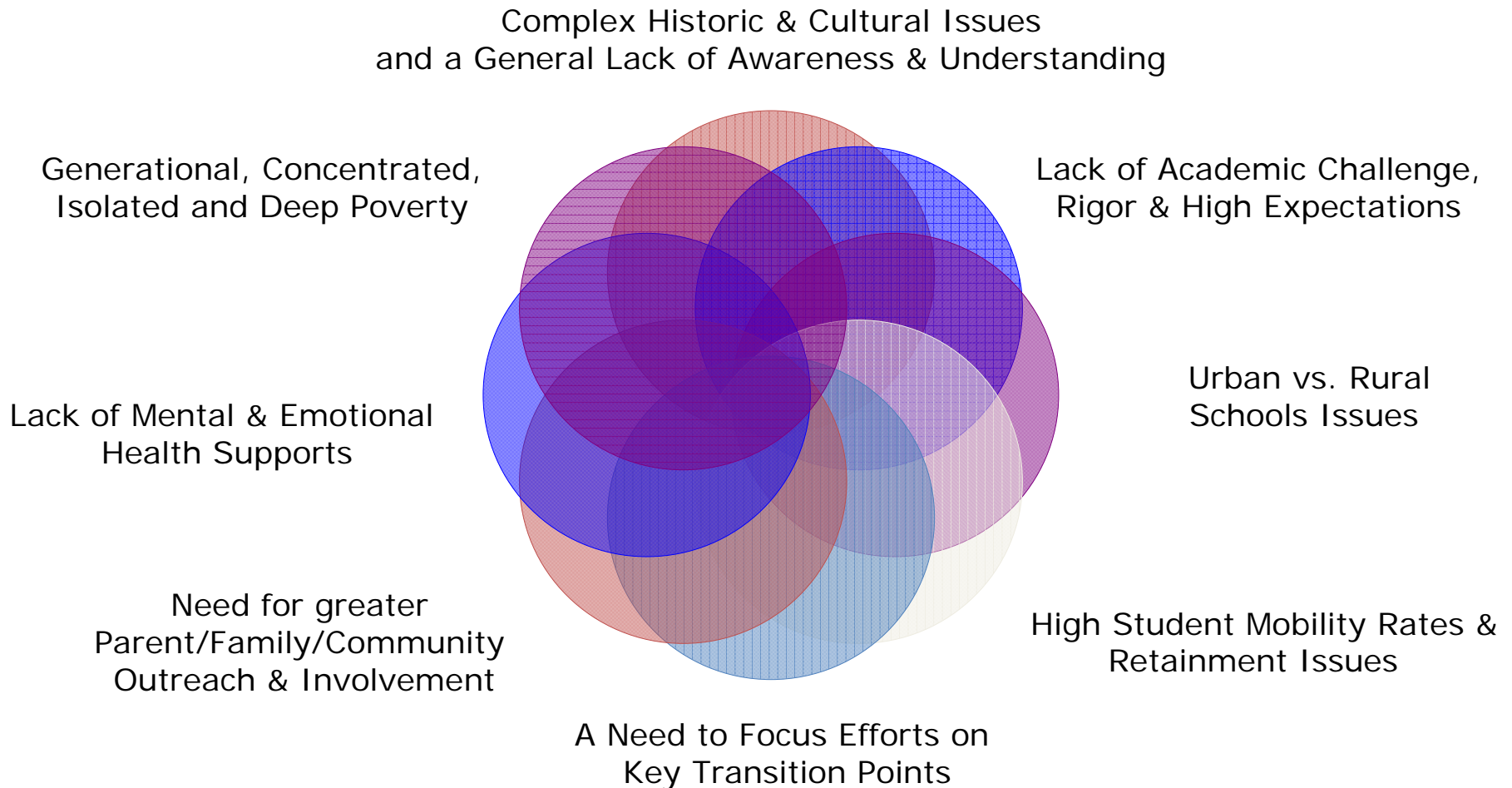
	<u># of exams</u>	<u>Mean Grade</u>	<u># of Passing Exams</u>
MT Total	4084	3.04	2680
White	3717	3.05	2461
American Indian	54	2.2	14
Asian	90	3.04	58
Hispanic	76	3.09	49

2008: 45 exams, 19 passing

2008-09 Montana ACT Data

	<u># of students</u>	<u>English</u>	<u>Math</u>	<u>Reading</u>	<u>Science</u>
Total	5960				
White	5086	21.5	22	23	22
American Indian	313	16.6	17.9	18.8	18.4
Asian	72	22.2	23.1	23.1	23.2
Hispanic	106	20.1	20.7	21.6	20.1

Issues & Factors to Consider



Research and Best Practices for Urban American Indian Education

Early Childhood Education

- Create or increase opportunities for dialogue between Head Start programs and other providers who serve American Indians with elementary schools.
- “Head Start Impact Study” (2005) – US DPHHS
 - ✓ Researchers found positive effects on pre-reading, pre-writing, vocabulary and parent reports of children’s literacy skills.
 - ✓ At the same time, no significant impacts were found for the constructs of oral comprehension and phonological awareness or early mathematics skills for either 3 or 4 year olds.

Climate

- ✓ What is it about our schools that creates an environment where some kids want to come back for more and others don't?
- ✓ What are the environmental strengths in your school? How can you capitalize on them??

Culturally relevant instruction

- Quality instruction has always incorporated local cultural values and traditions
- Students relate best to what they know
- Good instructional leaders can be a bridge for teachers and the local community and culture.

Student Support Services

- Individual education needs and goals
- Physical Health Needs:
 - ✓ Eyeglasses, flu shots, diabetes prevention, etc.
- Mental and Social Needs:
 - ✓ Crisis counseling, suicide prevention, career & college preparation



In all cases, a formalized referral process with adequate resources must be established and known by school staff and the community.

After School and Summer School Programs

The gains experienced over the academic year do not evaporate when children are engaged in enriching summer school experiences.

Participation in enriching after school programs expands the context of learning in the classroom and exposes students to new experiences.

Ensure equity among participation rates.

Service Learning Projects

- Service-learning can aid students in addressing community problems as a part of their classroom requirements ¹
- Experiential learning helps young people develop competencies for the workplace and adult life
- Service learning teaches students problem-solving, critical thinking, decision making, public speaking, teamwork and moral reasoning skills
- Service-learning in K-12 education has proven to increase scores in standardized tests, increase grade point averages, improve overall content knowledge and skills AND increase attendance ²

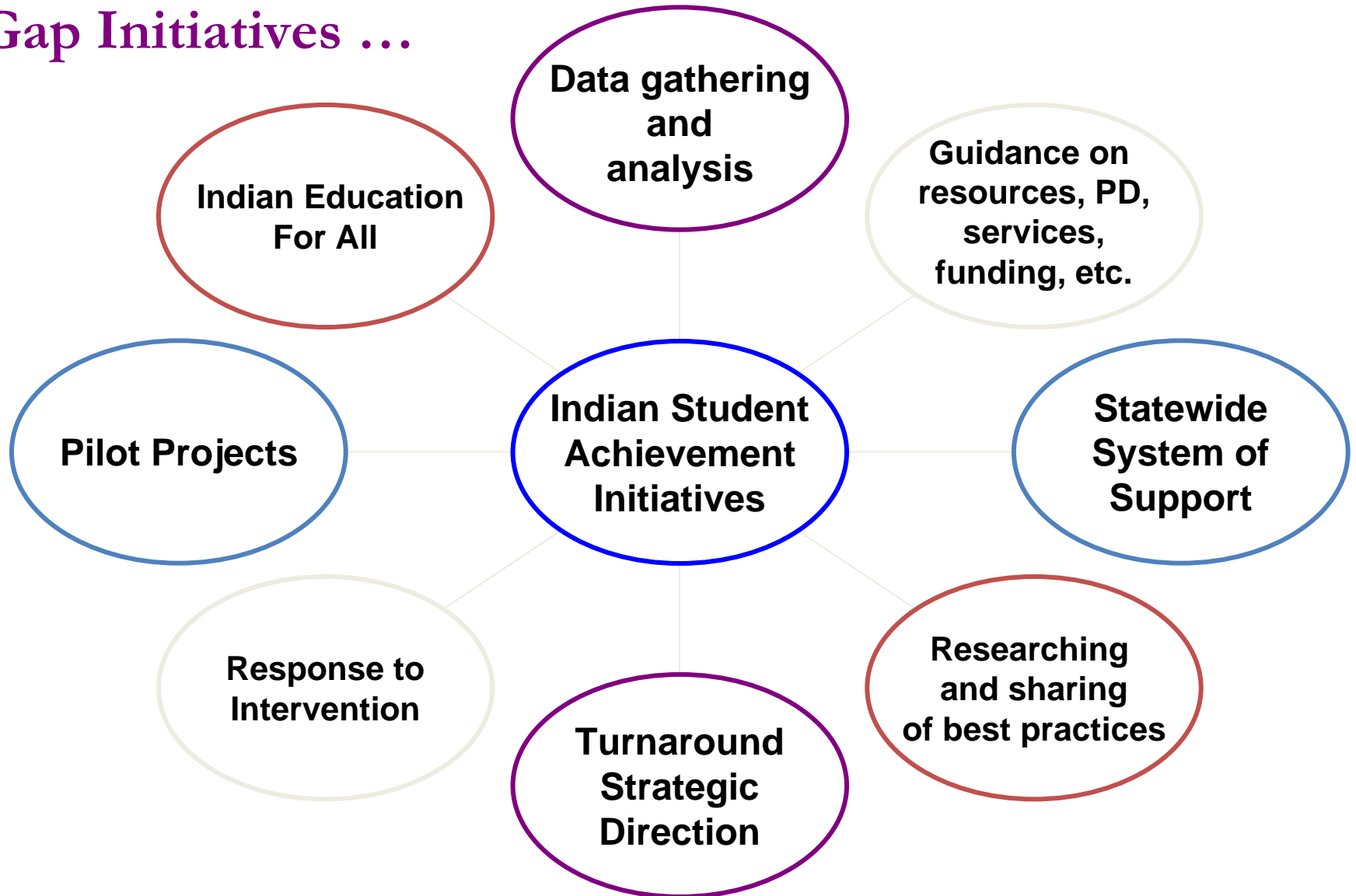
1 “Deepening Community-Based Learning Through Collaboration and Assessment,” Dr. Jean Strait, 2008.

2 “Growing to Greatness” from the National Youth Leadership Council, 2007

Parent & Community Involvement & Outreach

- Historical and social issues often keep American Indian parents from getting involved.
- American Indian community liaison's
- Shifting the paradigm ...

OPI Achievement Gap Initiatives ...



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Visit our website often for updates and new information!

<http://www.opi.mt.gov/IndianEd/Index.html>